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ABSTRACT

This study defines key elements of the instructional environment at Memphis State University perceives and analyzes student and faculty assessments of this environment, and determines the extent of significant patterns of similarity or dissimilarity in the views expressed. Data were collected by a review of related research literature and questionnaires for students and for faculty members. Results indicated, faculty and upper and lower division students had a "somewhat positive" attitude toward the instructional environment. Recommendations suggest specified areas for further study including student orientation and advising, university degree requirements, and instructional environment. Appendices include questionnaire forms. (MJM)

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Perceptions of

A REPORT OF
FACULTY AND STUDENT EVALUATIONS OF
THE INSTRUCTIONAL ENVIRONMENT

MEMPHIS STATE UNIVERSITY

MARCH, 1973

MARTHA PORTER

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FACULTY AND STUDENT EVALUATION OF THE INSTRUCTIONAL ENVIRONMENT

SECTION I

INTRODUCTION

Concepts and designs for measuring the impact and quality of undergraduate college experiences vary with the differing viewpoints of the multiple influences comprising the total college environment. Edmond Marks stated, however, that a pattern of environmental grouping was evident and that "...definitions and assessment techniques that have been developed with respect to the college environment fall rather neatly into two distinct conceptual classes."[1] Marks' explanation and description of the two "conceptual classes" seem significantly appropriate to the introduction and discussion of this study on the instructional environment at Memphis State University.

The first conceptual class focuses upon specific, observable properties of the environment and the student body. Environmental items of study include the size of the student body; the average intelligence of the student body; the students' choices of major fields; and certain specific student activities such as what they wear, their amount of time spent studying, the frequency of intellectual arguments, and their social activities.[2]

The second concept, according to Marks, "...defines and assesses the college environment in terms of individual perceptions, for example, student, faculty and administrative perceptions of environmental attributes.[3] Major scales which employ this technique are The College Characteristics Index by Pace and Stern, The College and University Environment Scales by Pace,

and, to some extent, The College Student Questionnaire from Educational Testing Service.

The essential difference between these two approaches can be seen more clearly by comparing parallel items from different scales. The first, selected from a typical College Characteristics Index scale, exemplifies the perceptual approach of the second concept:

In many classes student have assigned seats.

In this example the student is asked to make a subjective, qualitative judgment concerning what constitutes "many," and he must report an impression or perception about general classroom rules. This same example, treated according to the first concept, would become:

Students had assigned seating.

This item, taken from the Inventory of College Activities, would be answered by the student for a particular class in which he was enrolled.[4]

Students or faculty are rarely asked in either of these two approaches to make qualitative judgments or to express satisfaction or dissatisfaction with their experiences. Instead the students answer "true" or "false" to descriptive statements; "yes," "no," "frequently" or "occasionally" to a list of activities; and "very descriptive," "in between," or "not at all descriptive" to questions concerning the psychological, social or academic climate of the school. Interpretation of student responses is left to the researcher, administrator, and faculty member who must decide if the environment is efficient, desirable or effective in meeting institutional goals.

This one important factor absent in the two conceptual classes, the apparent lack of direct expressions of qualitative judgments, led to this research attempt to develop a method and a means of perceiving and analyzing the most direct student and faculty assessments of the fulfillment of the primary role of the institution: instruction. The classroom experience has been cited as the most significant source of university influence upon students during their undergraduate years.[5] Therefore, the study was designed to meet instructionally oriented objectives.

Specifically, the purposes of the study were: (1) to define key elements of the instructional environment; (2) to perceive and analyze student and faculty assessments of this environment; and (3) to determine the extent of significant patterns of similarity or dissimilarity in the views expressed.

To meet the first objective, current research on measurement and evaluation of the college environment was surveyed, focusing on those factors that most directly affect the classroom experience. From this research the following areas were selected for study: (1) class content; (2) teachers; (3) methods of instruction; (4) course requirements; (5) class participation; (6) student-faculty interaction; (7) degree requirements; (8) counseling; and (9) scholarship.

In this survey of research literature the various methods designed to measure perceptions of the college environment were examined. For the purposes of this study the semantic differential, designed to be a reliable method of "...assessing the interaction between people and situations,"[6] was determined to be the most effective means of gathering qualitative reactions from a large group. And, deemed essential to this study, the semantic

differential also provides for the "communication of meaning...(through) a combination of controlled association and scaling procedures."[7]

> Ordinarily, if we want to find out what something means to a person, we ask him to tell us.... Unrestricted linguistic output of this sort has high presumptive validity, unless we question the honesty of the subject.... But what spontaneous linguistic output may gain in validity and sensitivity, it certainly loses on other grounds--casual introspections are hardly comparable and do not lend themselves to quantification.[8]

With the semantic differential, "...both the direction and the intensity of each judgment"[9] are recorded. Responses are indicated through the use of scaled polar adjectives with values attributed as indicated:

Counselors

	+3	+2	+1	0	-1	-2	-3	
Effective	___	___	___	___	___	___	___	Ineffective
Organized	___	___	___	___	___	___	___	Unorganized
Successful	___	___	___	___	___	___	___	Unsuccessful

In analyzing responses, the scale is divided into 7 intervals which are identified, from the most positive to the most negative response, as follows:

+3.0	+2.6	very positive
+2.5	+1.6	quite positive
+1.5	+0.6	somewhat positive
+0.5	-0.5	neutral
-0.6	-1.5	somewhat negative
-1.6	-2.5	quite negative
-2.6	-3.0	very negative

The areas selected for study, class content, teachers, etc., were paired with evaluative scales in the survey instruments sent to faculty members and both upper and lower-division students. Any differences encountered in courses of study and counseling services were taken into account in the structure of the student questionnaires. Faculty questionnaires covered all the areas selected for study (see Appendix A).

To ensure the opportunity for expression of direct, evaluative comments concerning the instructional environment, two questions were included in each questionnaire which called for open, subjective descriptions of ineffective and effective experiences deemed outstanding to the respondent.

Responses to the semantic differential portion of the questionnaire were analyzed in three ways. First, mean responses to each question were calculated for the three different responding groups. Second, the mean responses were factor analyzed to determine to what degree correlation existed among questions within each group. Third, to test for significantly similar or dissimilar patterns of responses within and between the three groups, a coefficient of pattern similarity was employed. The Cattell coefficient of pattern similarity is appropriate for use when the "...components of the pattern or profile are independent measures...,"[10] as was indicated in the factor analyses of all three survey instruments, and when the patterns are to be matched "...not for some known, particular performance, but for every possible contingency of comparison...."[11] Any differences in patterns cited are significant at the .01 level.

The subjective descriptive responses were categorized by topic and percentage distributions calculated in each group.

The faculty questionnaire was distributed to all full-time faculty members of the University; 439 replies (65.1%) were received. The two student questionnaires were distributed to a randomly selected 10% sample of all upper and lower-division students. When initial returns were not sufficient to form an adequate sample, follow-up questionnaires were mailed to the first sample group and questionnaires were sent to another 10% random sample of students. Of the lower-division students, 329 (4.1%)

responded; 408 (7.6%) of the upper-division students completed the questionnaire.

Results of the study are given in the next five sections: Section II, Faculty; Section III, Lower division students; Section IV, Upper division students; Section V, Group Comparisons; and Section VI, Summary.

SECTION II

FACULTY EVALUATION OF THE INSTRUCTIONAL ENVIRONMENT

ANALYSIS OF SEMANTIC DIFFERENTIAL

MEANS

The general pattern of faculty responses to the semantic differential scales indicated a "somewhat positive" view of the instructional environment of the University. This pattern of mean responses is graphed in Table 1. Three questions were exceptions; means were in the neutral range for scales pertaining to the quality of scholarship in the University, and to the personal attention and curricular guidance afforded students by University College counselors (See questions 7, 12, and 13 on Faculty Questionnaire, Appendix A).

The most positive mean response was in the area of departmental encouragement of student interest in their respective fields. The lowest mean responses occurred uniformly in areas which did not have specific departmental associations: quality of scholarship in the total University; University degree requirements; counseling services in the University College; and the total academic or instructional environment of the University. The distributions of negative, neutral and positive responses from which these means were obtained are shown in Table 2.

PATTERNS OF RESPONSE

Subgroups within the faculty, identified by demographic data on the first page of the survey instrument and discussed in this Section, were tested with the Cattell coefficient for significant differences in patterns of responses. The subgroups were identified by: (1) rank; (2) college; (3) years at Memphis State; (4) degree level; and (5) age.

TABLE 1

MEAN RESPONSES OF FACULTY MEMBERS

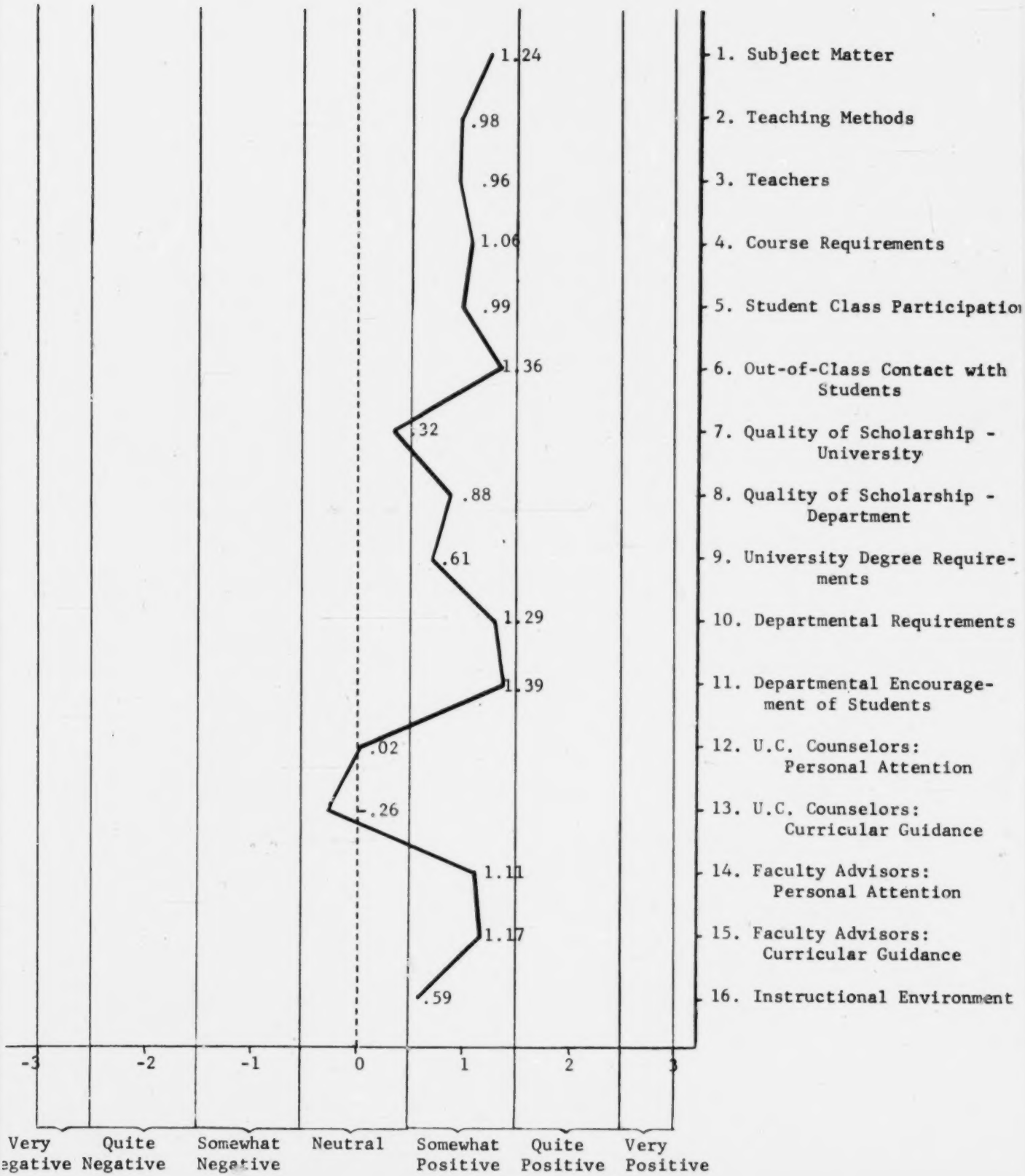


TABLE 2

DISTRIBUTION OF NEGATIVE, NEUTRAL AND POSITIVE RESPONSES OF FACULTY

Question	Negative	Neutral	Positive	Total	Mean
1. Subject Matter	42	51	355	448	1.24
2. Teaching Methods	54	67	318	439	.98
3. Teachers	75	71	320	466	.96
4. Course Requirements	62	81	311	454	1.06
5. Student Class Participation	92	64	314	470	.99
6. Out-of-Class Contacts with Students	56	55	358	469	1.36
7. Quality of Scholarship - University	126	105	232	463	.32
8. Quality of Scholarship - Department	84	82	312	478	.88
9. University Degree Requirements	111	88	261	460	.61
10. Departmental Requirements	68	53	353	474	1.29
11. Departmental Encouragement of Students	61	45	372	478	1.39
12. U.C. Counselors: Personal Attention	132	69	152	353	.02
13. U.C. Counselors: Curricular Guidance	144	73	123	340	- .26
14. Faculty Advisors: Personal Attention	70	51	317	438	1.11
15. Faculty Advisors: Curricular Guidance	59	57	322	438	1.17
16. Instructional Environment	109	79	284	472	.59

(1) Rank

There were four instances of significant differences between ranks. Associate professors showed a pattern of responses significantly different from that of instructors and assistant professors; professors differed significantly from instructors and associate professors. Responses that were generally more positive than the mean were given by professors and assistant professors while associate professors tended to be uniformly less positive in their responses.

(2) College

When the subgroups were divided by college and tested, there were significant differences in every instance except between the Colleges of Business Administration and Education. The greatest difference existed between the College of Arts and Sciences and the College of Engineering.

Faculty in the College of Arts and Science were consistently less positive than the total group while the College of Engineering showed generally more positive responses. These differences can be seen in the mean responses graphed for each of the colleges in Table 3.

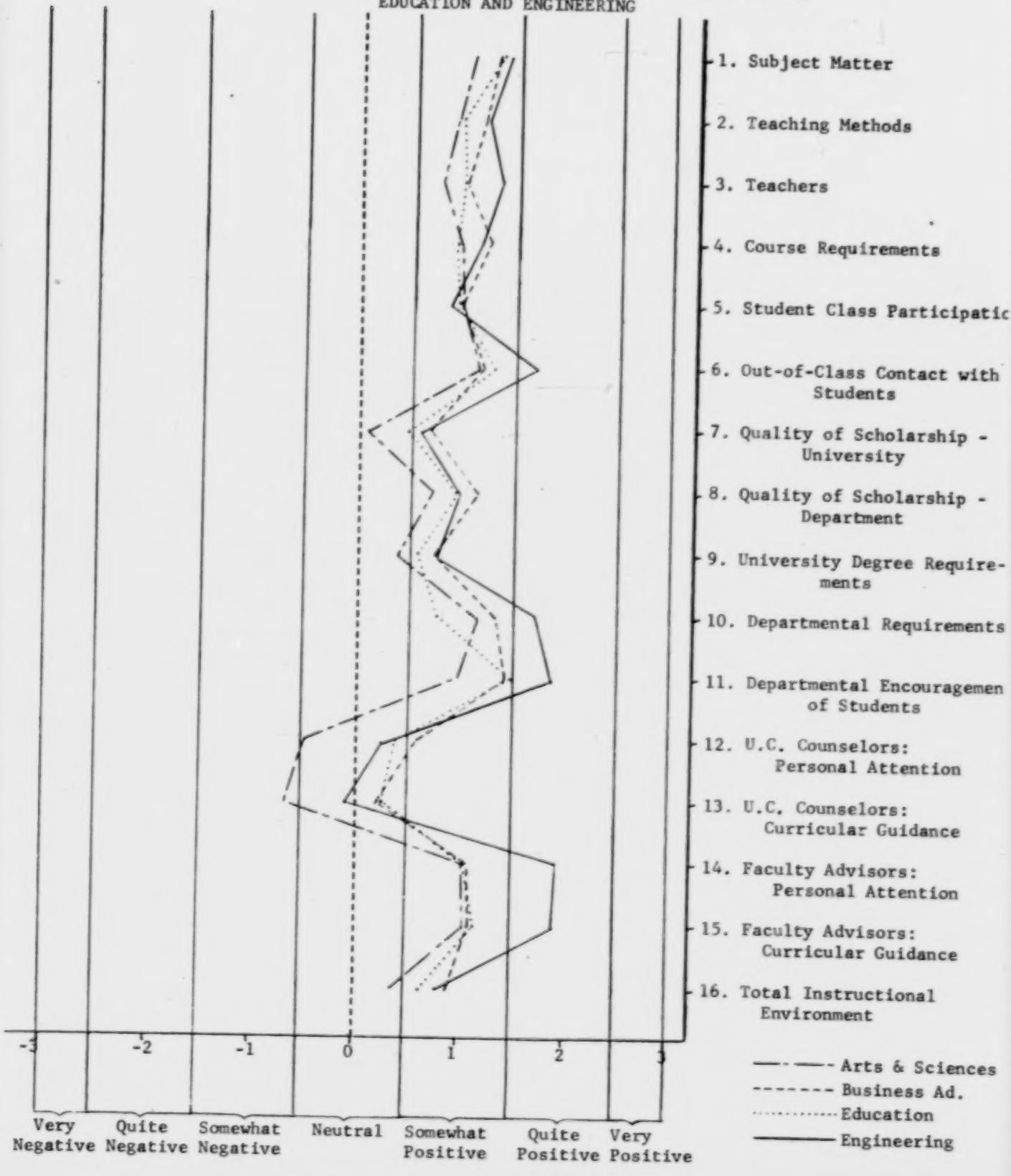
(3) Years of Experience

Significant differences existed in only two instances when years of experience at Memphis State was the factor tested. Faculty members who had 10 or more years of experience differed significantly from those who had 1 to 2 years of experience, as well as from the group who indicated 6 to 9 years at MSU.

Those faculty members in the group with 10 or more years of experience gave responses that were in every instance more positive than the

TABLE 3

MEAN RESPONSES OF FACULTY FROM
THE COLLEGES OF ARTS AND SCIENCES, BUSINESS ADMINISTRATION,
EDUCATION AND ENGINEERING



group means. Faculty members with 1 to 2 years of experience were uniformly less positive in their responses.

(4) Degree Level

When the faculty respondents were divided into subgroups by degree level, each of the subgroups showed a significant difference from all the other subgroups.

Faculty members holding the master's degree expressed a generally more positive view than that held by the total group.

(5) Age

Tests upon the subgroups as divided by age produced two groups that had significantly similar patterns--those in the 30-39 and 40-49 groups. Faculty members under 30 years of age differed significantly from all other groups; they expressed a more generally negative view. The two groups that were similar, 30-39 and 40-49, differed significantly from faculty members in the 60 or over group. Those in the 60 or over and 50-59 groups expressed more positive views than were the mean for the total group.

ANALYSIS OF SUBJECTIVE RESPONSES: INEFFECTIVE EXPERIENCES

The first subjective survey question asked faculty members to cite an incident which led them to view a part of the University's instructional environment as ineffective or disappointing for students. Two-hundred and seventy-five faculty members responded to this question; listed below are topics the responses included and the percentage of replies in each topic category. Some replies discussed more than one category, therefore, the percentage distribution total exceeds one hundred percent.

CATEGORIES OF INEFFECTIVE PARTS
OF THE INSTRUCTIONAL ENVIRONMENT

		Percent
1.	University degree requirements	18%
2.	Teachers	16%
3.	Academic Experiences	13%
4.	Advising by University College	12%
5.	Student-teacher interaction	11%
6.	Advising by faculty	11%
7.	Academic standards	9%
8.	Administrative restrictions on faculty	6%
9.	Academic policies	5%
10.	Programs available	4%
11.	Grading, evaluation	3%

Characteristic excerpts from the first six categories of responses, which comprise 81% of the replies, are given below.

Category One: University degree requirements

Eighteen percent of the respondents described the present curricular requirements as "rigid," "restrictive," and "inflexible." Particularly cited were "...the rigid degree requirements of the various colleges on the freshmen and sophomore level...." A typical comment noted that "...the student is denied the opportunity to explore..." and due to the number of required courses, students cannot study their major field in sufficient depth.

Category Two: Teachers

Faculty participants who described teachers as an ineffective part of the instructional environment felt that part of the faculty was "...lacking in competence...," "outdated" and "...indifferent to their students and responsibilities...." Incidents were cited in which teachers were absent from class, or, when present, appeared unprepared.

Category Three: Academic Experiences

Poor academic experiences, due chiefly to "...large, impersonal,

boring..." classes, were described by 13% of the faculty who responded. These large classes, which made it "...impossible to give...care and attention to individual students..." and by virtue of their size promoted student feelings of being "only a number," received the greatest emphasis. Also cited was the poor preparation received by students for upper-division and graduate work.

Category Four: Advising by University College

Twelve percent of the participating faculty agreed with the respondent who felt that "the implied promise of professional, adequate counseling by the University College is not actually being delivered."

Instances were cited in which students had complained to faculty members of being poorly advised. To some faculty members there seemed to be "...an obvious directing of students away from (certain) studies...." Based upon student comments, the counseling was also described as "...impersonal, uninformed (and) hurried...."

Category Five: Student-teacher interaction

Student-teacher interaction was described as "...impersonal and ineffective..." by 11% of the faculty members responding. This was attributed in some instances to large classes, but it was also noted that "faculty members make little effort to direct themselves to students or to encourage some level of student-faculty involvement." Some faculty members felt that students do not take advantage of opportunities, such as clubs, that are available.

Category Six: Advising by faculty

Eleven percent of the faculty members responding commented that advising

of upper-division students by faculty members was "...most ineffective...." The faculty cited frequent complaints of poor advice, little interest, and advisors being there "...merely (to) sign a registration blank...." Several instances of delayed graduation, due to poor advising, were noted, and one faculty member felt that "...many students graduate without a clear understanding of how their 'academic major' relates to the...world in which they must...'make a living'...."

ANALYSIS OF SUBJECTIVE RESPONSES: EFFECTIVE EXPERIENCES

The second subjective question asked faculty members to cite incidents which illustrated a particularly effective or outstanding part of the instructional environment. There were two-hundred and fifteen replies to this question. Listed below are the topics covered and the distribution of responses.

CATEGORIES OF EFFECTIVE PARTS OF THE INSTRUCTIONAL ENVIRONMENT

		Percent
1.	Teachers	26%
2.	Academic programs	19%
3.	Student-teacher interaction	18%
4.	Academic experiences	11%
5.	Academic freedom/encouragement	7%
6.	Resources	5%
7.	Advisors	5%
8.	Academic policies and standards	4%
9.	Curriculum requirements	3%
10.	Potential	2%

Excerpts from the first four categories of responses, which comprise 74% of the replies, are given below.

Category One: Teachers

Twenty-six percent of the faculty respondents observed that teachers were the most effective part of the instructional environment. One respond-

ent indicated that he was "...impressed by the quality of instructors and their desire to be helpful to the students." Numerous instances of student feedback to faculty about outstanding teachers were noted. Several faculty members, however, answering both subjective questions with the same response, felt that teachers "are our greatest strength and our greatest weakness."

Category Two: Academic programs

Effective academic programs, particularly the "...opportunity (for students) to secure instruction in a wide variety of fields and interests...," were commented on by 19% of those faculty responding. Laboratory and applied experiences in education, music and theater were also mentioned as outstanding academic programs available.

Category Three: Student-teacher interaction

In these responses, as well as in the first category of responses (Category One: Teachers), some faculty members saw student-teacher interaction as both effective and ineffective. Noting the contradiction, one respondent cited a lack of involvement between students and professors but also felt that "...there is still an effort to maintain a human element in the instructional process."

Several faculty members based their remarks on student comments which "...indicated that their informal association with many teachers has been very good." They described instances of "specially organized help sessions..." and the "...willingness of faculty to help individual students...."

Category Four: Academic experiences

Academic experiences such as student and faculty involvement in the community, laboratory situations, field trips, and other opportunities for

"...practical application(s) of classwork..." were described as outstanding by 11% of the faculty members responding. Many replies cited "evidence of student enthusiasm, even excitement..." that resulted from a direct involvement in course work and applications.

SECTION III

LOWER DIVISION STUDENT EVALUATION OF THE INSTRUCTIONAL ENVIRONMENT

ANALYSIS OF SEMANTIC DIFFERENTIAL

MEANS

Lower division student responses to the semantic differential scales disclosed a "somewhat positive" view of the instructional environment of the University. There were three exceptions: questions regarding University degree requirements and the total instructional environment had means in the "neutral" range, and the question concerning student impressions of their University College advisors as persons had a mean in the "quite positive" interval. All mean responses are graphed in Table 4.

The most positive mean response was with regard to student impressions of their University College advisors as persons. The question concerning University degree requirements received the lowest mean response. The distributions of negative, neutral and positive responses from which all means were obtained are shown in Table 5.

PATTERNS OF RESPONSES

Seven subgroups within the lower division students were identified by demographic data from the survey sheet and tested with the Cattell coefficient for significant differences in patterns of responses. The subgroups were identified by: (1) classification, (2) age, (3) race, (4) sex, (5) commuter/dorm residents, (6) full-and part-time, and (7) transfer and non-transfer.

TABLE 4

MEAN RESPONSES

LOWER DIVISION STUDENTS

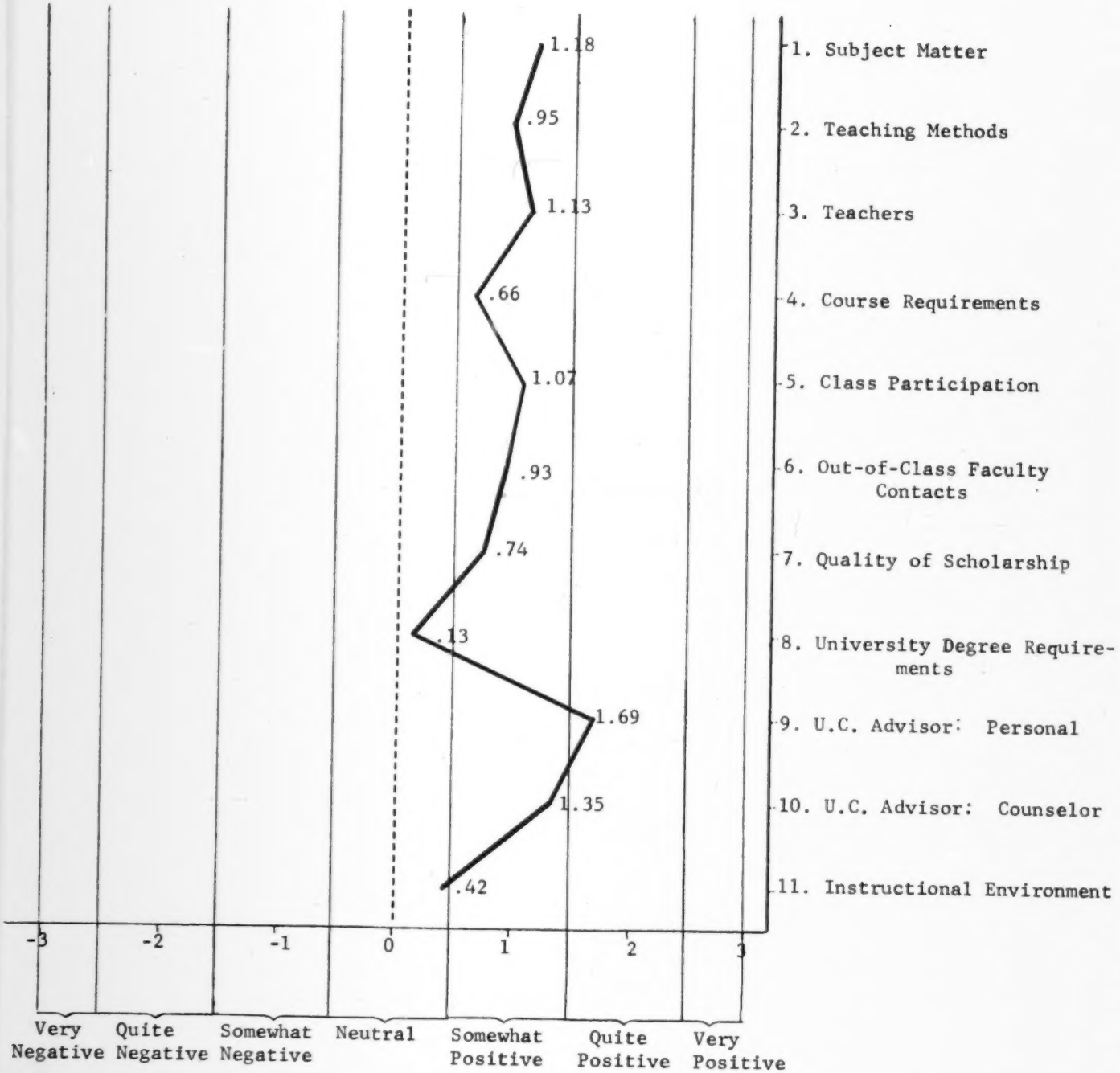


TABLE 5

DISTRIBUTION OF NEGATIVE, NEUTRAL,
AND POSITIVE RESPONSES FROM LOWER DIVISION STUDENTS

Question	Negative	Neutral	Positive	Total	Mean
1. Subject Matter	40	36	208	284	1.18
2. Teaching Methods	48	44	192	284	.95
3. Teachers	50	40	244	334	1.13
4. Course Requirements	72	55	155	282	.66
5. Class Participation	53	46	185	284	1.07
6. Out-of-Class Faculty Contacts	52	62	157	271	.93
7. Quality of Scholarship	43	67	152	262	.74
8. University Degree Requirements	102	53	116	271	.13
9. U.C. Advisor - Personal	30	30	218	278	1.69
10. U.C. Advisor - Counselor	51	23	202	276	1.35
11. Instructional Environment	81	56	151	288	.42

(1) Classification

There was no significant difference between the patterns of responses given by freshmen and sophomores.

(2) Age

Lower division students in the age group 16-20 differed significantly in their responses from those in the other two groups of ages 21-25 and 26-40. Those in the 16-20 age group were generally less positive in their responses than the other groups.

(3) Race

When the lower division students responding were divided by race into two groups, a significant difference did exist between the patterns of responses given by white and black students. Mean responses from these two groups are graphed in Table 6.

(4) Sex

There was no significant difference between the patterns of responses given by male and female students.

(5) Commuter/Dorm Resident

A significant difference did exist between the patterns of responses given by students who commuted to campus and students who were dormitory residents. The mean responses, graphed in Table 7, indicated that a generally less positive viewpoint was held by dormitory residents, particularly regarding University degree requirements and the total instructional environment.

(6) Full-/Part-time

No significant difference was seen in the patterns of responses given by the two groups of students classified by full-time and part-time status.

TABLE 6

MEAN RESPONSES OF WHITE AND
BLACK LOWER DIVISION STUDENTS

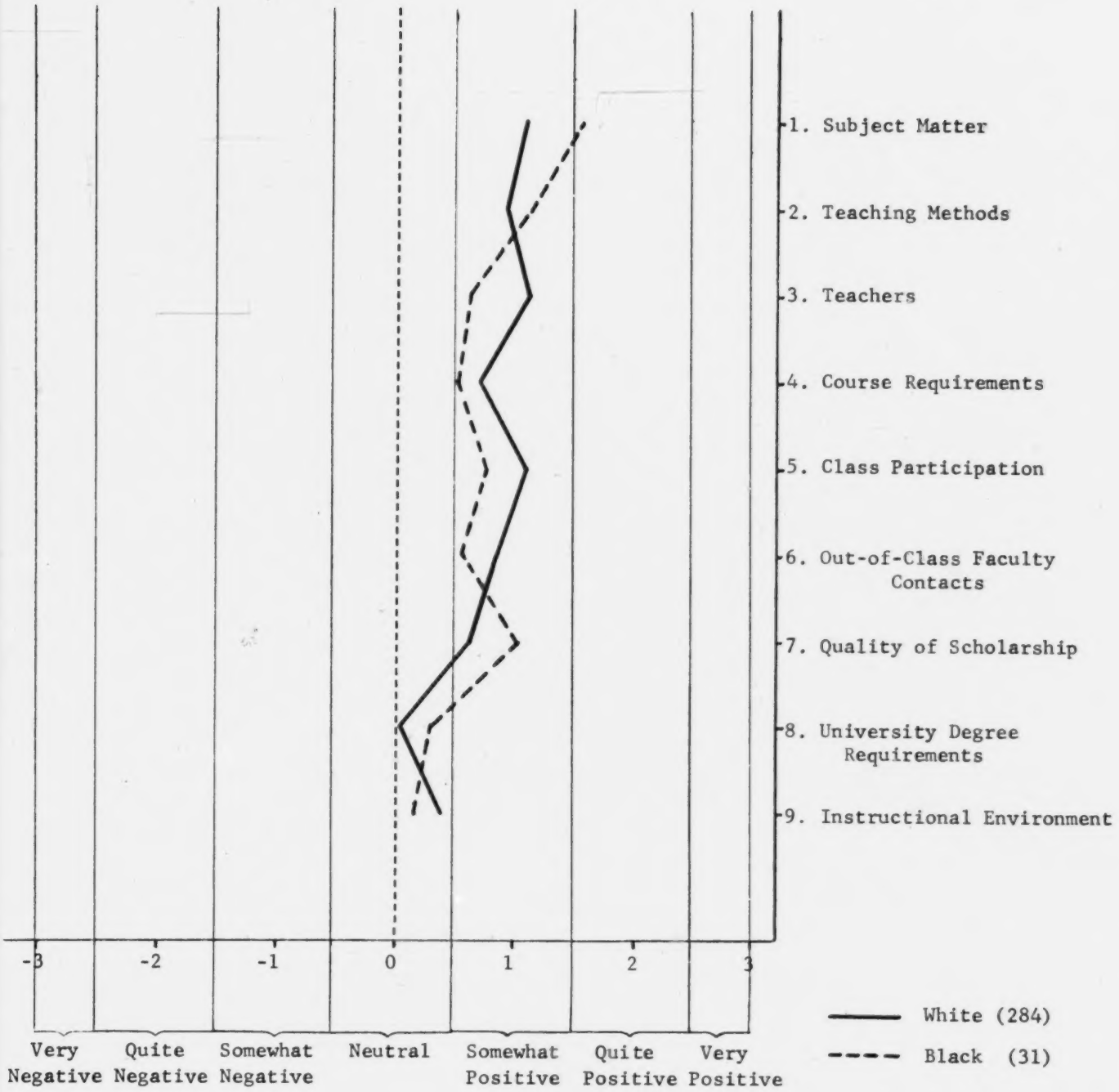
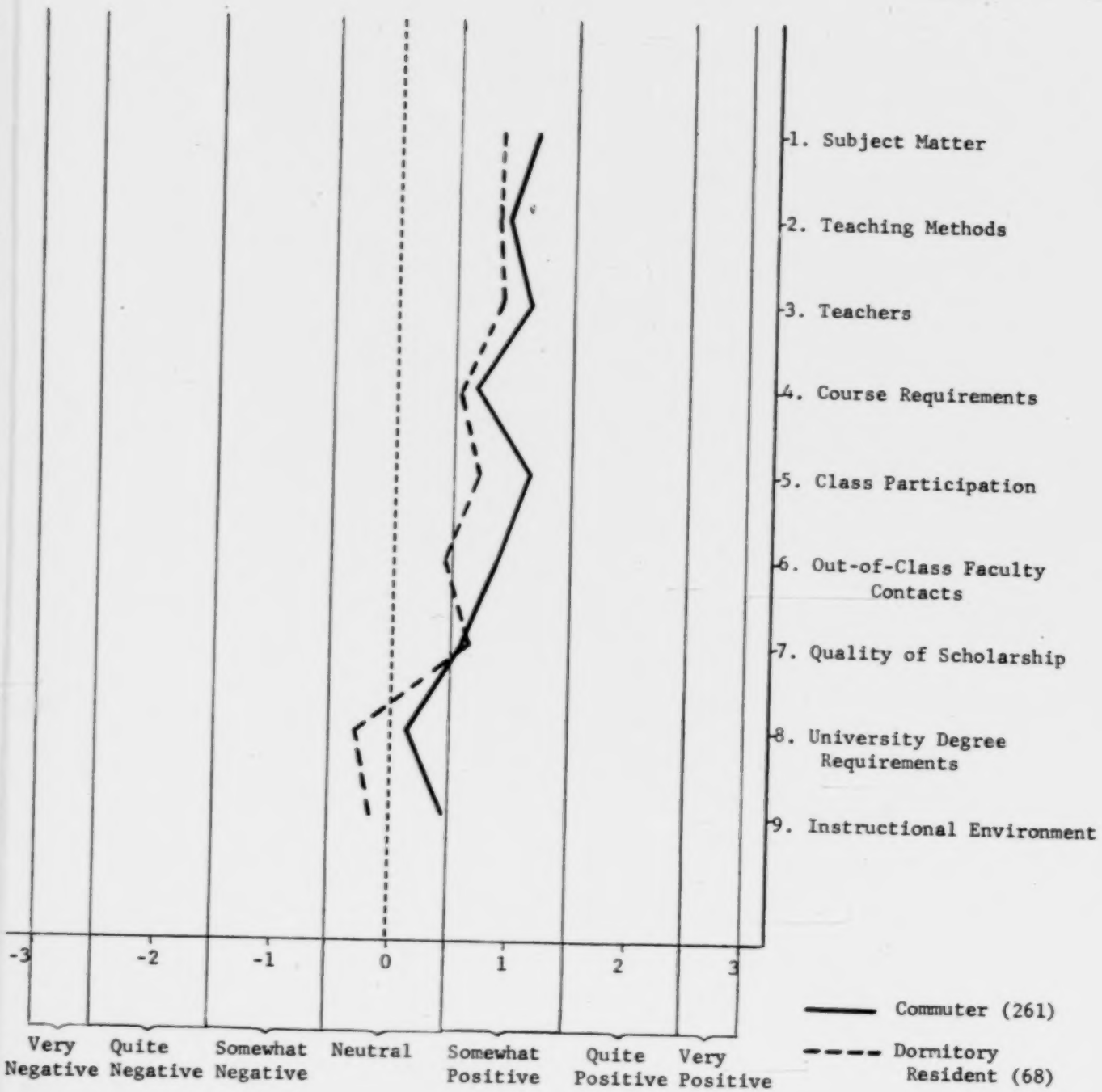


TABLE 7

MEAN RESPONSES OF COMMUTER AND DORMITORY RESIDENT
LOWER DIVISION STUDENTS



(7) Transfer/Non-Transfer

Lower division student respondents who had transferred into the University differed significantly in their pattern of response from those students who had attended only Memphis State. Their patterns of responses, graphed in Table 8, show transfer students with a slightly less positive viewpoint. The greatest difference in responses was seen on the scale pertaining to the quality of scholarship in the University.

ANALYSIS OF SUBJECTIVE RESPONSES: INEFFECTIVE EXPERIENCES

Two hundred and eighty lower division students responded to the first subjective survey question, which asked them to describe a disappointing or ineffective experience related to the instructional environment. Given below are topics which the responses included and the percentage of replies in each topic category. Some respondents discussed more than one topic in their replies; therefore, the percentage distribution total exceeds one hundred percent.

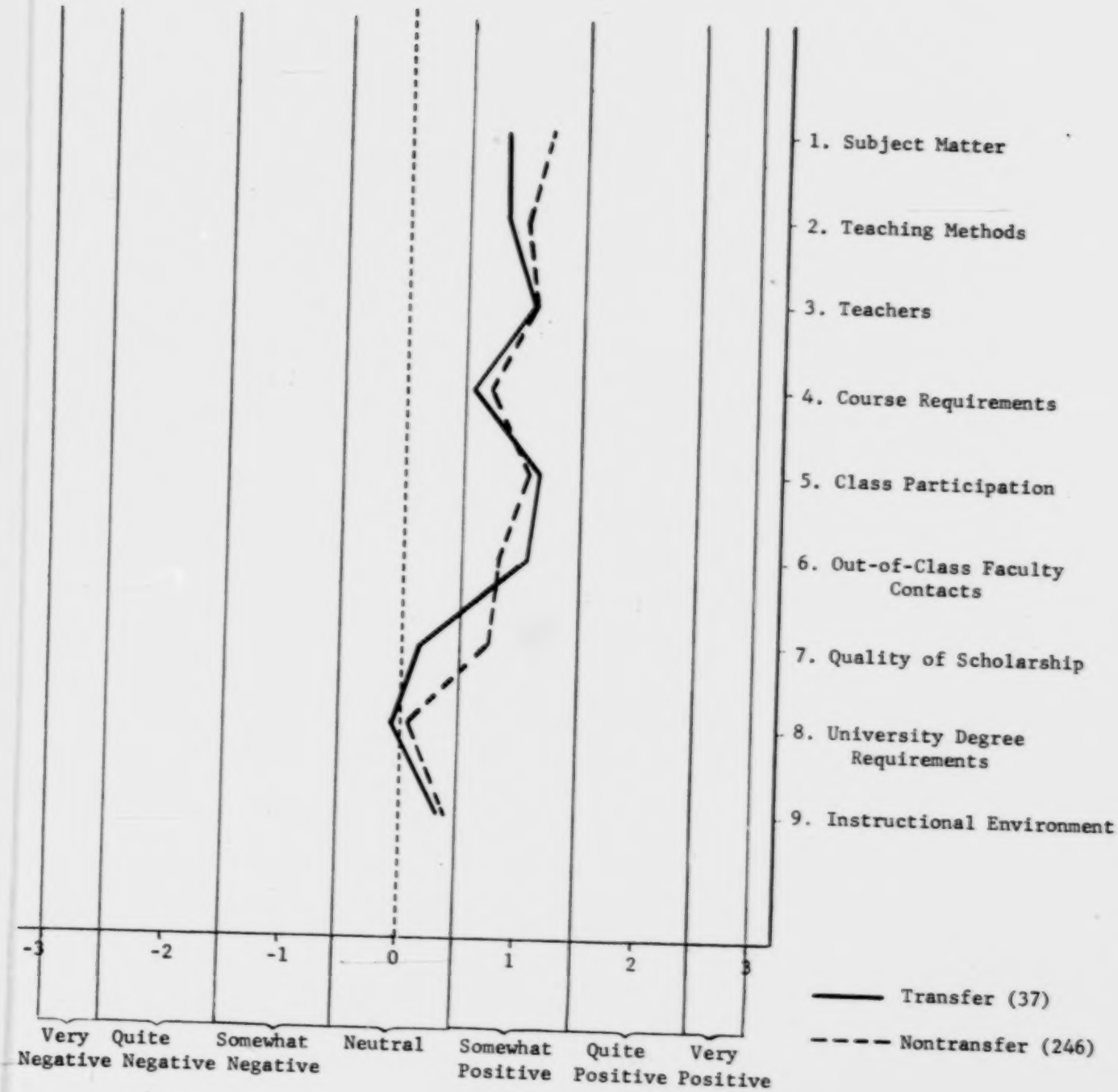
CATEGORIES OF INEFFECTIVE PARTS OF THE INSTRUCTIONAL ENVIORNMENT

		Percent
1.	Teachers	26%
2.	University Degree Requirements	17%
3.	Academic experiences	16%
4.	Evaluation and grading	15%
5.	University College advisors	11%
6.	Student-teacher interaction	10%
7.	Academic policies	6%
8.	Academic programs	4%
9.	Registration	3%

Characteristic excerpts from student comments and summary statements for the first six categories, which comprise 95% of the replies, are given below.

TABLE 8

MEAN RESPONSES OF TRANSFER AND
NONTRANSFER LOWER DIVISION STUDENTS



Category One: Teachers

Twenty-six percent of the lower-division respondents described disappointing experiences with teachers. Rude remarks, discouraging attitudes, and the feeling that the teacher "...really did not care if the class passed or failed" were cited in the replies. Monotonous lectures and instances of poor explanation by teachers were also described.

Category Two: Structure of University Degree Requirements

Lower-division student responses paralleled faculty remarks concerning degree requirements. Seventeen percent of the students responding felt, as did the faculty, that the number of required courses prevented students from studying their major field in sufficient depth.

Category Three: Academic Experiences

Large lecture classes which restricted involvement and disappointing class content received emphasis from 16% of the lower-division student respondents. Several students felt that materials and methods were "... geared more to high school than to college" and expressed dissatisfaction with their classroom experiences.

Category Four: Evaluation and Grading

Fifteen percent of the lower-division respondents felt that evaluation procedures and assignment of grades in their classes were unfair. Varying standards were perceived among teachers and instances were cited in which students felt that personality rather than performance had influenced a grade.

Standardized departmental tests and testing situations in large lecture classes were also described as ineffective.

Category Five: University College Advisors

Counseling received from University College advisors was described as ineffective by 11% of the lower-division student respondents. Typical of the responses was one student's comment that "advisors should be more helpful, especially to freshmen." Several students characterized the counseling they received as "rushed" and "impersonal" while other students related instances in which they felt they had received incorrect information from the counselors.

Category Six: Student-teacher Interaction

Ten percent of the lower-division respondents described their teachers as "impersonal" and "indifferent". A recurring comment was that "...the teachers do not take the time to know you." Large classes, in some instances, were recognized as a cause of this problem; however, small class situations were described in which "...the teacher knew no one's name at the end of the semester." Difficulties were also described in seeing teachers outside of class for individual help.

ANALYSIS OF SUBJECTIVE RESPONSES: EFFECTIVE EXPERIENCES

The second subjective question, which asked for a description of an outstanding or effective part of the instructional environment was answered by 261 lower-division students. Listed below are topics which the responses included and the percentage of replies in each topic category. As before, some respondents mentioned more than one topic in their replies, therefore, the percentage distribution total exceeds one hundred percent.

CATEGORIES OF EFFECTIVE PARTS OF THE
INSTRUCTIONAL ENVIRONMENT

		Percent
1.	Teachers	38%
2.	Student-Teacher Interaction	19%
3.	Academic Experiences	17%
4.	University College Advisors	12%
5.	Nothing Positive	12%
6.	Academic Programs	4%
7.	Evaluation and Grading	2%
8.	Registration	1%

Excerpts and summary statements for the first five categories of responses, which comprise 98% of the replies, are given below.

Category One: Teachers

In contrast to the replies on ineffective experiences with teachers, 38% of the lower-division students responding to this question described their experiences with teachers as "interesting" and "rewarding." Teachers who "...cared about (their) students as individuals..." and who would "...go out of (their) way to help..." were described by the respondents. Instances in which teachers encouraged class participation and interest in the subject matter were related; exemplifying these responses was the student who commented: "I have learned and liked what I learned."

Category Two: Student-Teacher Interaction

Nineteen percent of the lower-division students responding to this question related experiences with teachers who were "understanding", "helpful", and "friendly." Repeatedly, instances of out-of-class conferences and special make-up tests were described, with emphasis on those teachers who "...make time to see their students and help them as much as possible."

Category Three: Academic Experiences

Course experiences which brought new interests, field trips, opportunities for applications of course content, and laboratory experiences were described as outstanding by 17% of the lower-division students responding. A wide variety of incidents were related, involving departments and courses throughout the University; those mentioned most frequently were English, psychology, speech and drama, health, and physical education.

Category Four: University College Advisors

"Helpful," "friendly," and "encouraging" were representative terms used by 12% of the lower-division respondents in describing their University College advisors. Exemplifying this attitude was the comment about an advisor "...who cares, who will listen, and who will help..." One student felt that his advisor had "...been the best part of (his) school experiences."

Category Five: Nothing Positive

Twelve percent of the lower-division students responding to this question noted a lack of outstanding or effective experiences. Typical comments were "Nothing has really impressed me" and "I'm sorry to say there have been no ..." outstanding experiences.

SECTION IV

UPPER DIVISION STUDENT EVALUATION OF THE INSTRUCTIONAL ENVIRONMENT

ANALYSIS OF SEMANTIC DIFFERENTIAL

MEANS

As did the other two groups, upper-division students indicated a "somewhat positive" attitude toward the instructional environment on the semantic differential scales. The graph of these means, presented in Table 9, shows four scales outside this range: questions concerning University degree requirements and faculty advisors had means in the "neutral" range, and the question concerning student impressions of their University College advisors as persons had a mean within the "quite positive" range.

The question concerning University degree requirements again received the lowest mean response. The mean within the "quite positive" range for the question regarding University College advisors as persons was the most positive mean response. The distributions of negative, neutral, and positive responses from which all means were obtained are shown in Table 10.

PATTERNS OF RESPONSE

Eight subgroups within the upper division students, identified by demographic data from the survey sheet, were tested with the Cattell coefficient for significant differences in patterns of responses. The subgroups were identified by: (1) College, (2) Classification, (3) age, (4) race, (5) sex, (6) commuter/dorm resident, (7) full-/part-time, and (8) transfer/non-transfer.

TABLE 9

MEAN RESPONSES OF UPPER DIVISION STUDENTS

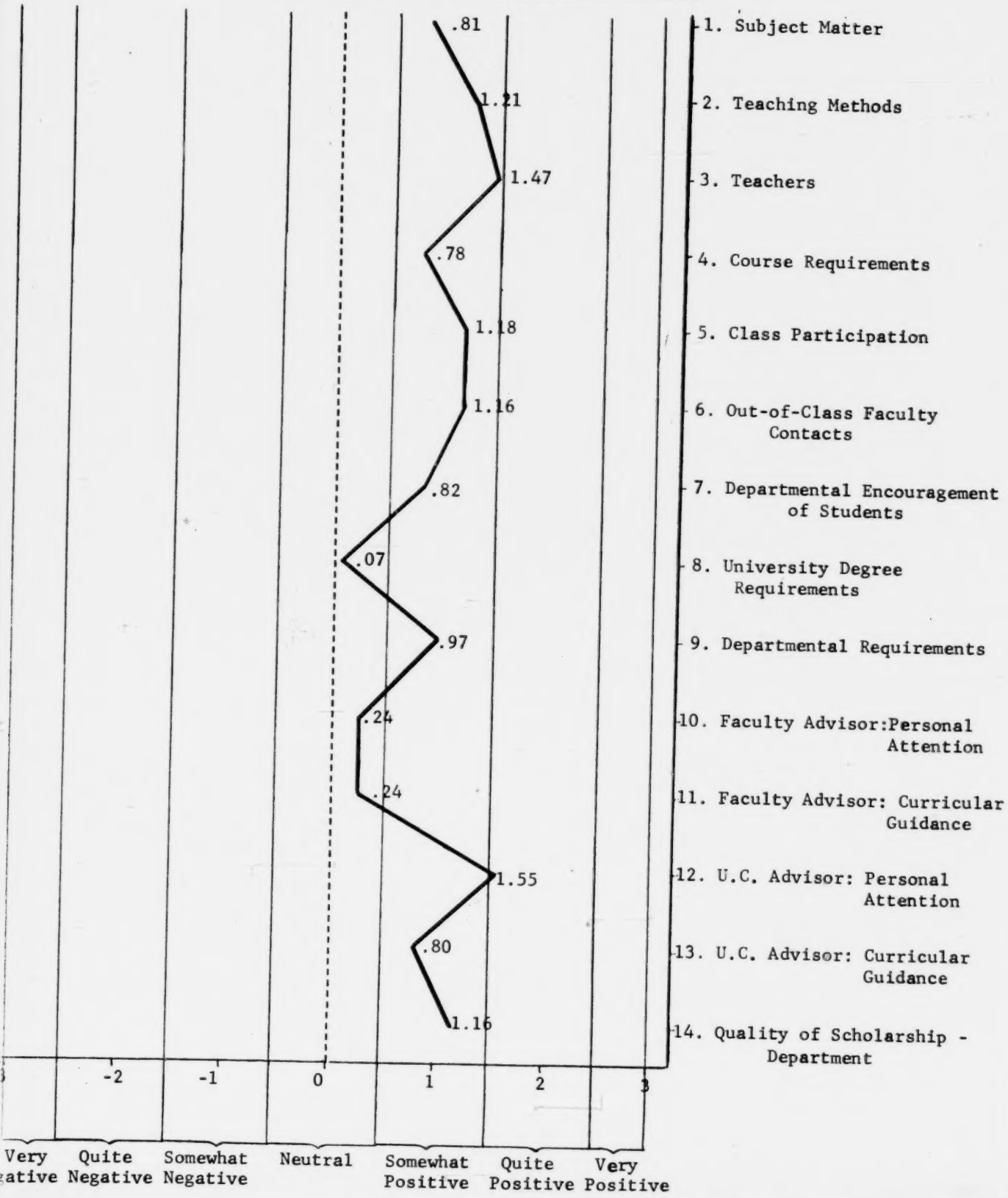


TABLE 10

DISTRIBUTION OF NEGATIVE, NEUTRAL AND POSITIVE RESPONSES
FROM UPPER DIVISION STUDENTS

Question	Negative	Neutral	Positive	Total	Mean
1. Subject Matter	107	30	258	395	.81
2. Teaching Methods	60	44	290	394	1.21
3. Teachers	50	44	303	397	1.47
4. Course Requirements	96	59	243	398	.78
5. Class Participation	63	58	278	399	1.18
6. Out-of-Class Faculty Contacts	66	63	259	388	1.16
7. Departmental Encouragement of Students	92	58	243	393	.82
8. University Degree Requirements	157	75	170	402	.07
9. Departmental Requirements	86	58	258	402	.97
10. Faculty Advisor: Personal Attention	152	46	205	403	.24
11. Faculty Advisor: Curricular Guidance	136	74	185	395	.24
12. U.C. Advisor: Personal Attention	24	23	149	196	1.55
13. U.C. Advisor: Curricular Guidance	52	22	122	196	.80
14. Quality of Scholarship -- Department	51	71	263	385	1.16

(1) College

Upper-division student respondents from The College of Engineering differed significantly from respondents in the other three undergraduate colleges. These engineering students were generally more positive in their responses than the total group. There was also a significant difference between the patterns of responses of upper-division respondents in The College of Arts and Sciences and The College of Education. Student respondents from The College of Education were generally less positive in their replies than the total group.

(2) Classification

A significant difference did exist between the patterns of responses from junior and senior students answering the survey questions. The graph of their mean responses, presented in Table 11, shows that student respondents classified as juniors were somewhat less positive in their replies than senior respondents.

(3) Age

The small group (12) of upper-division student respondents who were "over 40" differed significantly in their pattern of responses from all other age groups. Those in the "over 40" group were generally more positive in their replies than the total group, as can be seen in Table 12.

(4) Race

There was a significant difference between the patterns of responses for white and black upper division student respondents. These patterns, graphed in Table 13, show the greatest difference in means to be on the question regarding teachers.

TABLE 11

MEAN RESPONSES OF JUNIOR AND SENIOR STUDENTS

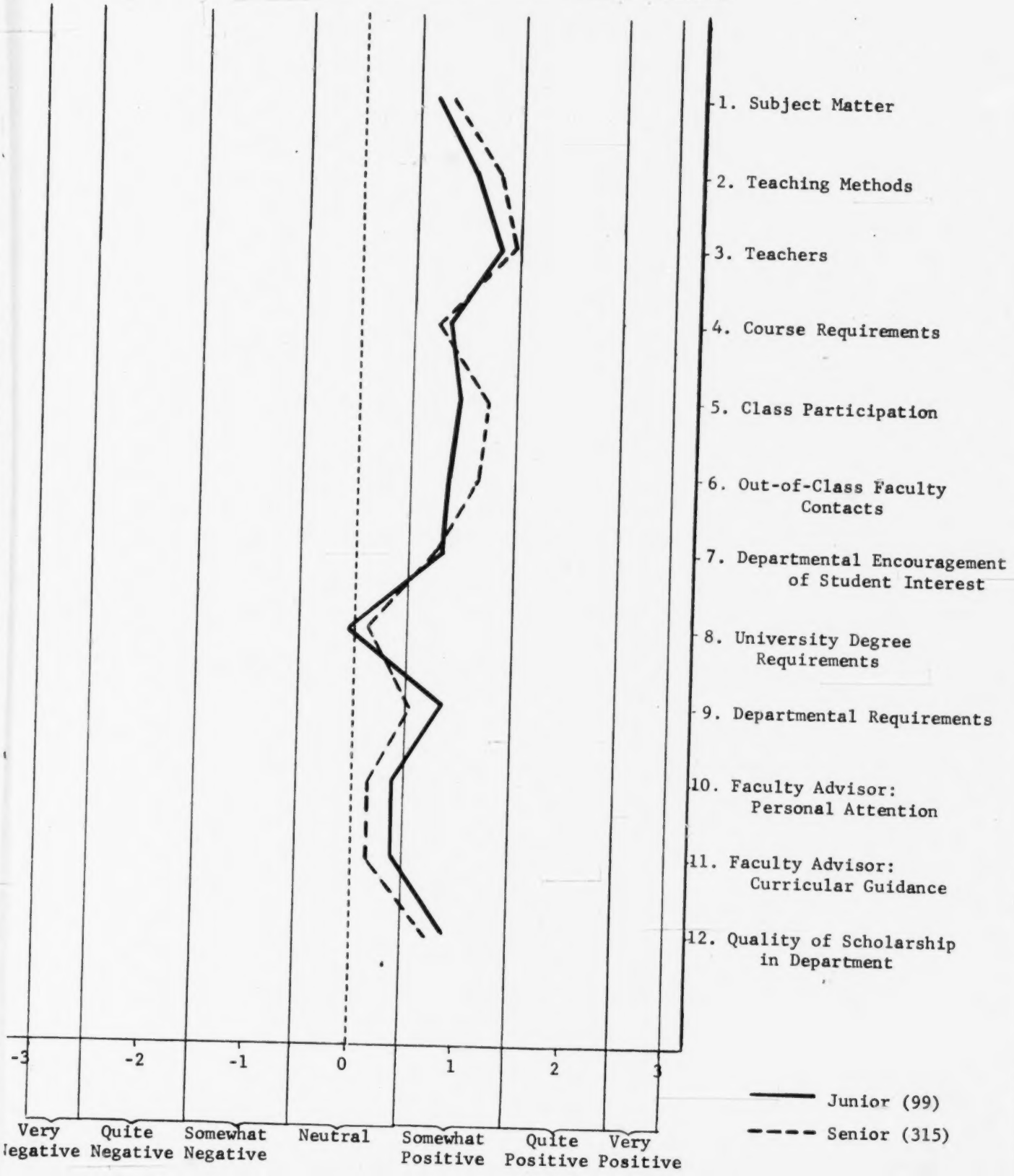


TABLE 12

MEAN RESPONSES OF FOUR AGE GROUPS WITHIN UPPER DIVISION STUDENTS

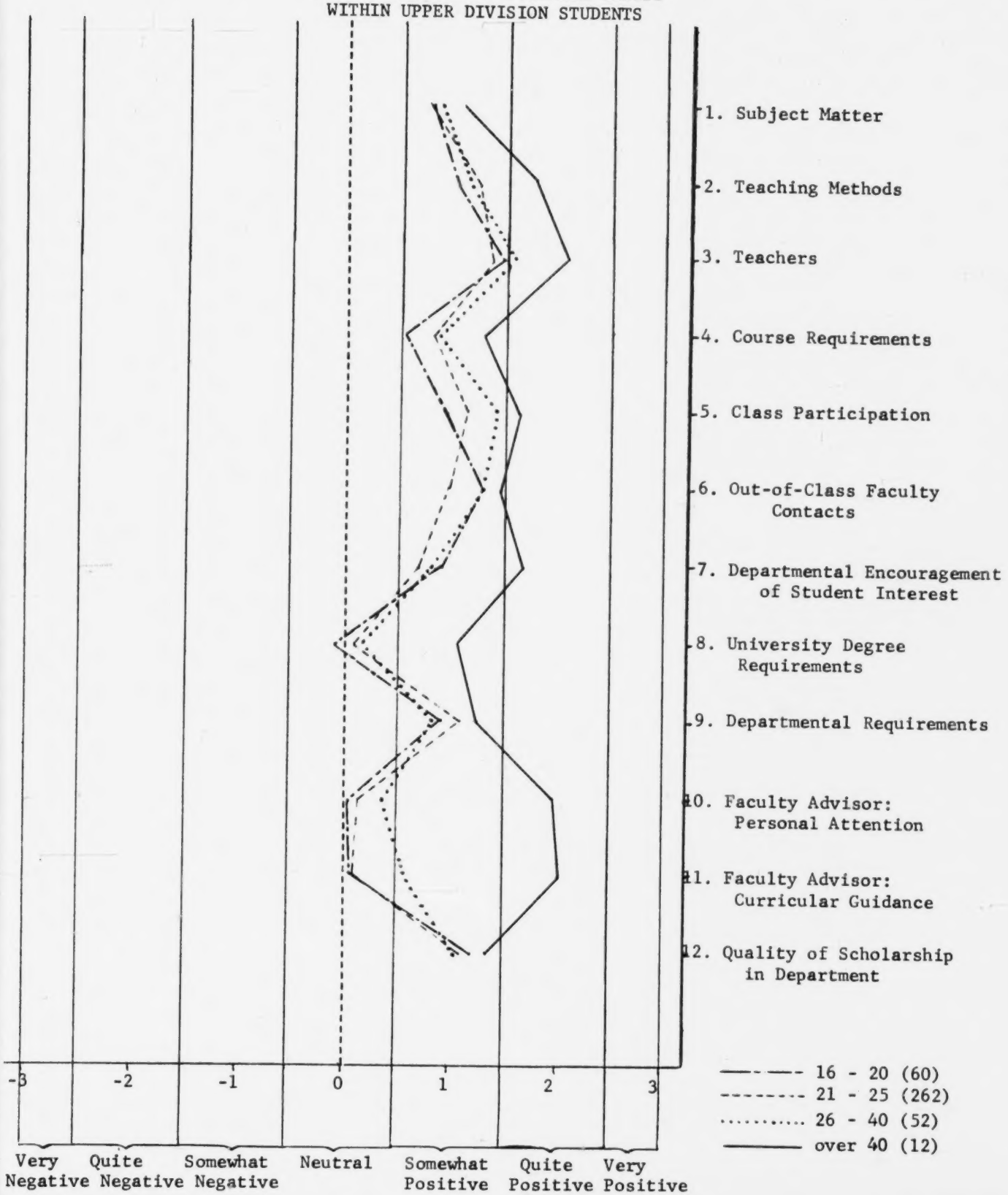
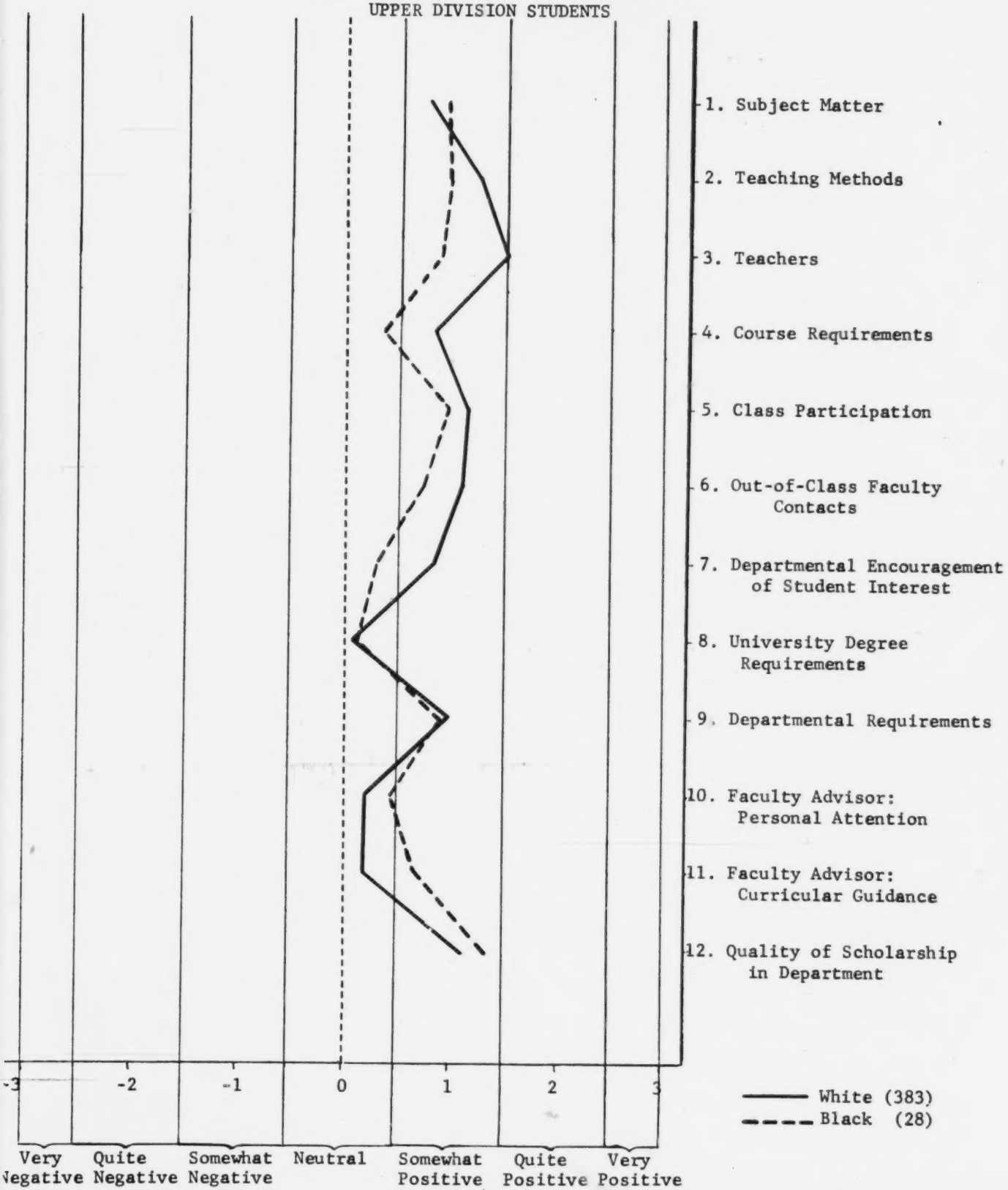


TABLE 13

MEAN RESPONSES OF WHITE AND BLACK
UPPER DIVISION STUDENTS



(5) Sex

There was no significant difference between the patterns of responses given by male and female upper division students.

(6) Commuter/Dorm Resident

Although dormitory residents who responded to the survey were generally less positive than the total group, the differences between upper-division commuter students and dormitory residents were not significant.

(7) Full-/Part-time

No significant difference was found in the patterns of responses given by the two groups of upper-division students classified by full-time and part-time status.

(8) Transfer/Non-Transfer

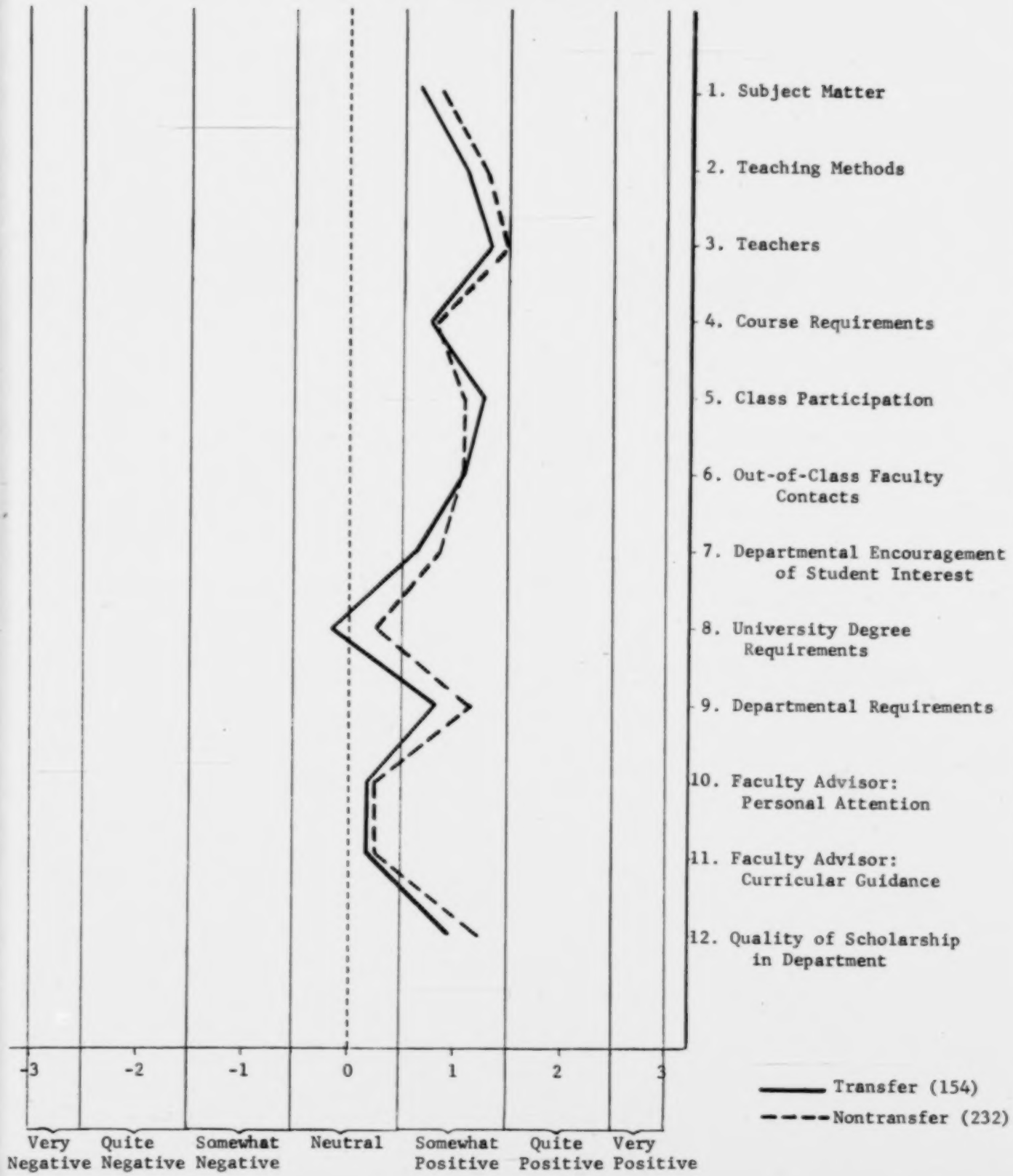
Upper-division transfer students who replied to the survey differed significantly from upper division student respondents who had attended only Memphis State. The graph of these response patterns, presented in Table 14, shows that a somewhat less positive attitude is held by transfer students.

ANALYSIS OF SUBJECTIVE RESPONSES: INEFFECTIVE EXPERIENCES

The first subjective survey question was answered by 304 upper division students. These students described disappointing or ineffective experiences related to the instructional environment; the topics which the responses included and the percentage of replies in each topic category are shown below. As before, some respondents discussed more than one topic in their replies, thus causing the distribution total to exceed one hundred percent.

TABLE 14

MEAN RESPONSES OF TRANSFER AND NONTRANSFER
UPPER DIVISION STUDENTS



CATEGORIES OF INEFFECTIVE PARTS OF
THE INSTRUCTIONAL ENVIRONMENT

		Percent
1.	Advising by faculty	26%
2.	University degree requirements	20%
3.	Teachers	20%
4.	Academic Experiences	9%
5.	Academic Programs	9%
6.	Academic Policies	9%
7.	University College Advisors	5%
8.	Student-teacher Interaction	4%
9.	Transfer Credit Evaluation	3%

Representative comments and summary statements for the first six categories, which comprise 84% of the replies, are given below.

Category One: Advising by Faculty

Twenty-six percent of the upper division respondents described disappointing experiences with their faculty advisors. Incorrect information, an impersonal attitude and difficulties in getting appointments were noted; reflecting what the students perceived as lack of interest was the comment "My advisor couldn't care less about me." Transfer students in particular expressed dissatisfaction with their orientation to the University and counseling by advisors.

Student respondents indicated the desire to spend more time with advisors for curricular and career decisions; one student noted that "teachers need to be more aware of how important advising is to students...."

Category Two: University Degree Requirements

University degree requirements were labeled "inflexible," "rigid," and "unnecessary" by 20% of the upper-division respondents. The foreign language requirement received particular emphasis, but requirements in English, art and music were also criticized. A biology major's response was

typical: "I've spent so much time becoming a 'well-rounded scholar' that I don't know anything about Biology."

Echoing faculty remakrs, student respondents stated that excessive requirements prevented them from studying their major area in depth.

Category Three: Teachers

"Boring" was the adjective most frequently employed by 20% of the upper division respondents who described disappointing experiences with teachers. Reflecting what the students saw as a lack of interest in teaching was one student's statement that "Some teachers don't have any enthusiasm at all...." Most of those replying felt that, while their teachers were knowledgeable in their area, they gave poor presentations of the course content.

Category Four: Academic Experiences

Nine percent of the upper division respondents discussed classroom experiences which had been disappointing. In most cases, these students felt that the materials or methods were not practically related to their occupational needs. Other students were disappointed in the emphasis of their classes; eg., literature rather than speaking skills in foreign language.

Category Five: Academic Programs

A larger variety of curriculum offerings in certain areas was seen as necessary by 9% of the upper division respondents. These students described what they felt were weak points in their major programs; one student commented, with regard to his major; "I ran out of...courses to take."

Category Six: Academic Policies

The comments on academic policies, made by 9% of the upper division respondents, were concerned with a variety of topics. Policies concerning the ratio of credit hours to class hours in physical education and art, the English proficiency examination, registration procedures, course scheduling, and communication of policy changes were among those seen as ineffective by these students.

ANALYSIS OF SUBJECTIVE RESPONSES: EFFECTIVE EXPERIENCES

Two hundred and sixty-eight upper division students responded to the second subjective question concerning effective or outstanding experiences related to the instructional environment. The topics included in these responses and the percentage of replies in each topic category are listed below. The distribution total again exceeds one hundred per cent.

CATEGORIES OF EFFECTIVE PARTS OF THE INSTRUCTIONAL ENVIRONMENT

		Percent
1.	Teachers	33%
2.	Student-Teacher Interaction	25%
3.	Academic Experiences	19%
4.	Nothing Positive	11%
5.	Advising by Faculty	10%
6.	Programs and facilities	8%
7.	University degree requirements	3%
8.	Evaluation and testing	2%

Representative comments and summary statements for the first five categories are given below.

Category One: Teachers

"Enthusiasm" and "concern" were qualities most frequently mentioned by 33% of the upper-division student respondents who described effective

experiences with teachers. In their replies, the students tended to single out a teacher who had impressed them through his personality or teaching style; one student praised a teacher who was "...enthusiastic about his subject and interested in...his students."

The creation of new interests through the teacher's interest was mentioned frequently; reflecting this was the statement one student made that "When you find a teacher that really is interested in the subject it makes a big difference."

Category Two: Student-teacher interaction

Exemplary of the feelings of 25% of the upper-division respondents was one student's statement; "I have appreciated the effort made by a few of my professors to get to know me personally." Evidences of friendly interest and concern from their teachers were described by these students; conferences, help sessions, and informal advising were frequently mentioned in the responses.

Category Three: Academic Experiences

Nineteen percent of the upper division respondents described experiences in particular classes which had been outstanding to them. Most of the replies focused on "...attempt(s) to relate the subject matter to contemporary needs and events." Field trips and student teaching experiences which had revealed "...practical applications for some of the things taught in class..." were cited frequently.

Category Four: Nothing Positive

Commenting on a lack of outstanding or effective experiences related to the instructional environment, 11% of the upper division students

responding to this question made statements such as "Nothing has impressed me" and "I have yet to find anything within the instructional environment which could be termed outstanding."

Category Five: Advising - Faculty and University College

Advisors in the University College and among the faculty were described as "concerned," "helpful" and "interested" by 10% of the upper division respondents. The personal attention and interest received by the students again drew comment; one student felt that his "...faculty advisor's interest in...(him) as a person and as a student...(had) been outstanding."

SECTION V

GROUP COMPARISONS

Three major groups were considered in this study: faculty members, lower division students and upper division students. Although the questionnaires for each group were structured in slightly different ways, there were some questions common to all the groups. Using these questions, the groups were paired and tested for significant differences between the patterns of responses through use of the Cattell coefficient.

1. Faculty members / Lower division students

Mean responses to the nine questions these two groups had in common are graphed in Table 15. The Cattell coefficient indicated that a significant difference did exist between the two patterns of responses. The question regarding University degree requirements (#8) brought the largest variation in mean responses between the two groups (lower division students: .06 - neutral, faculty members: .55 - somewhat positive).

2. Faculty members / Upper division students

A significant difference existed also between the patterns of responses from faculty members and upper division students. The mean responses from these two groups, graphed in Table 16, show the greatest variation on the two questions regarding faculty advising of upper division students (#'s 10 and 11). The student group had less positive responses about University degree requirements (#8), but were more positive about their teachers than were the faculty respondents.

TABLE 15

MEAN RESPONSES FROM
LOWER DIVISION STUDENTS
AND FACULTY MEMBERS

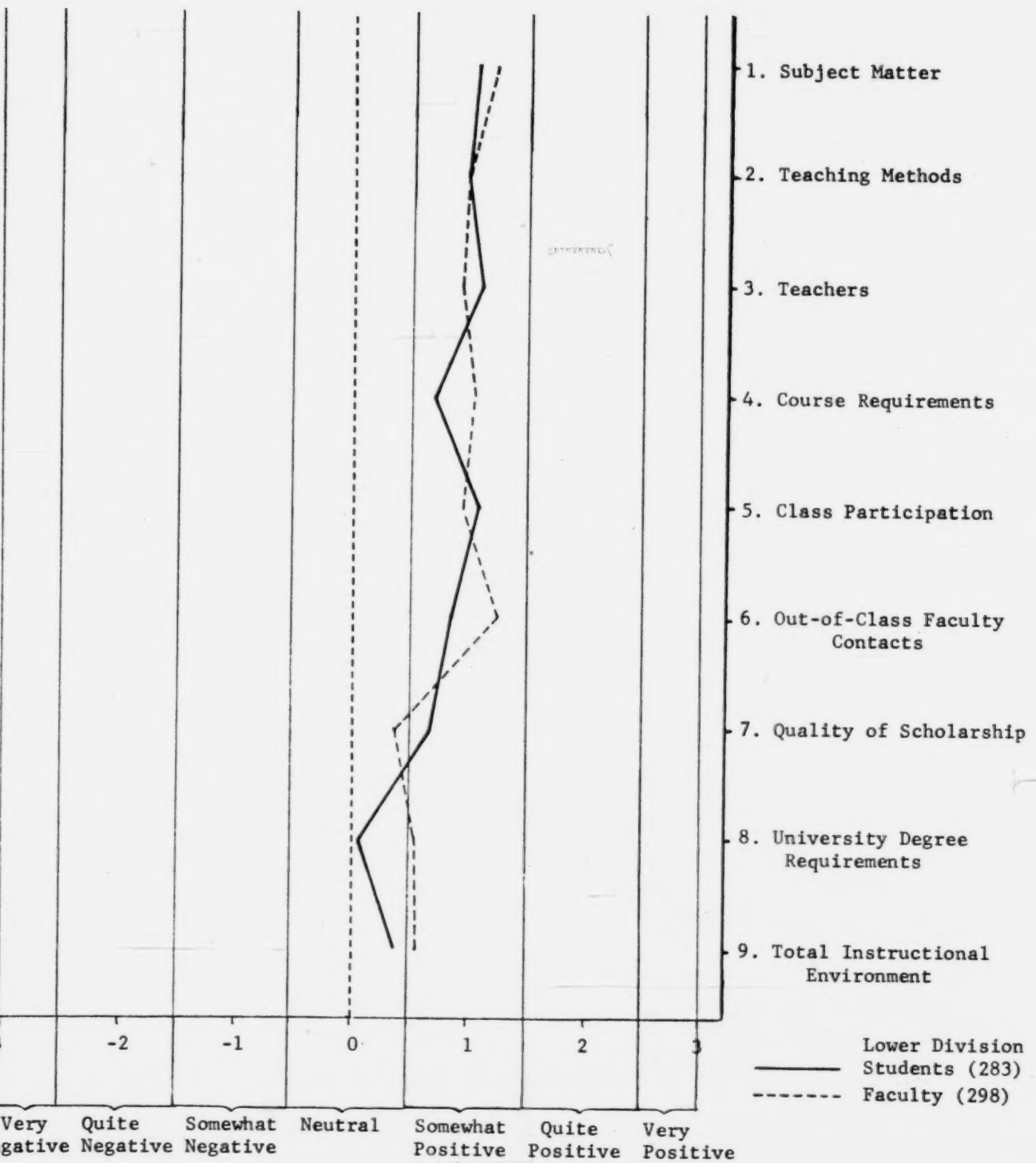
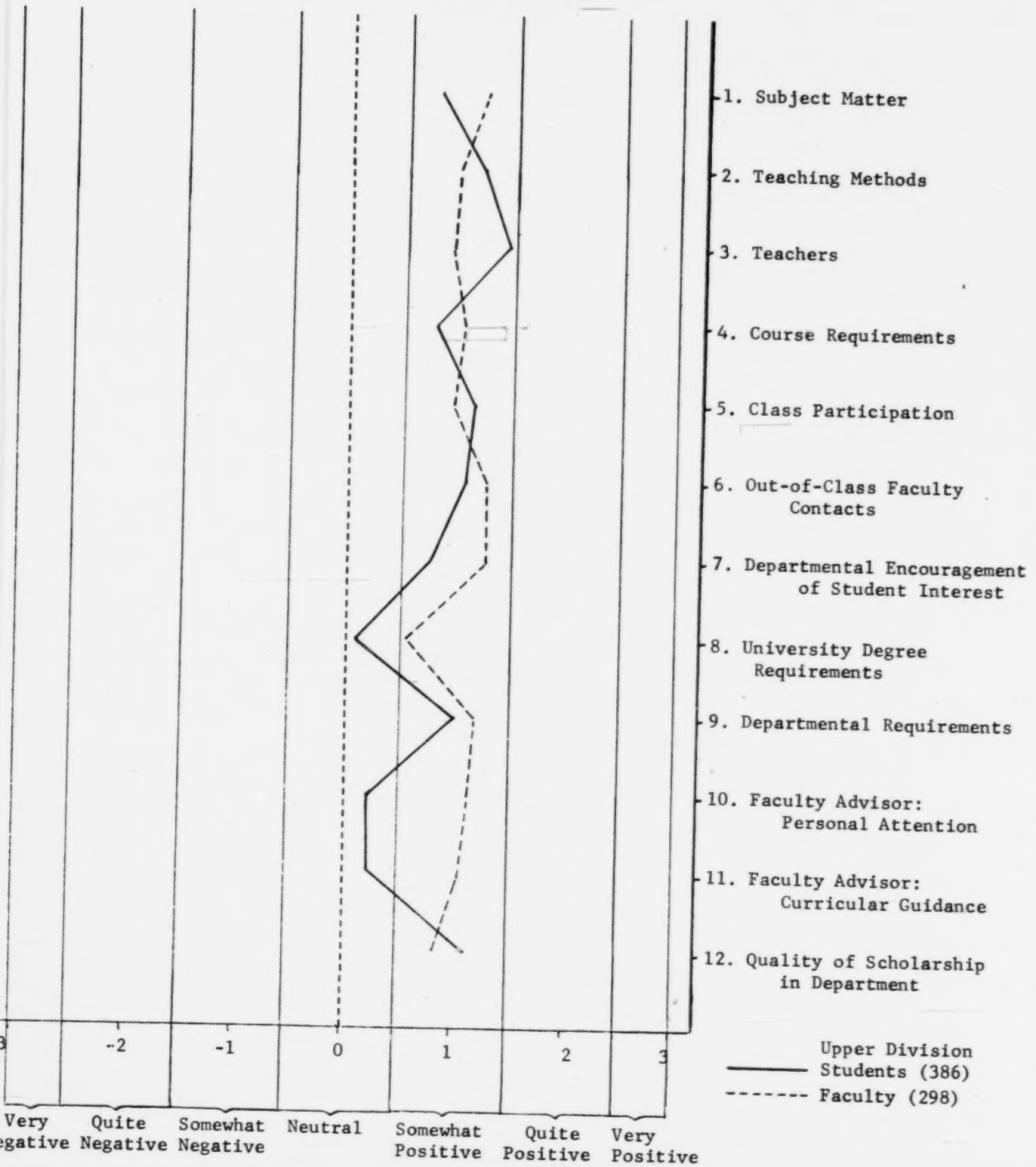


TABLE 16

MEAN RESPONSES FROM UPPER DIVISION STUDENTS AND FACULTY MEMBERS

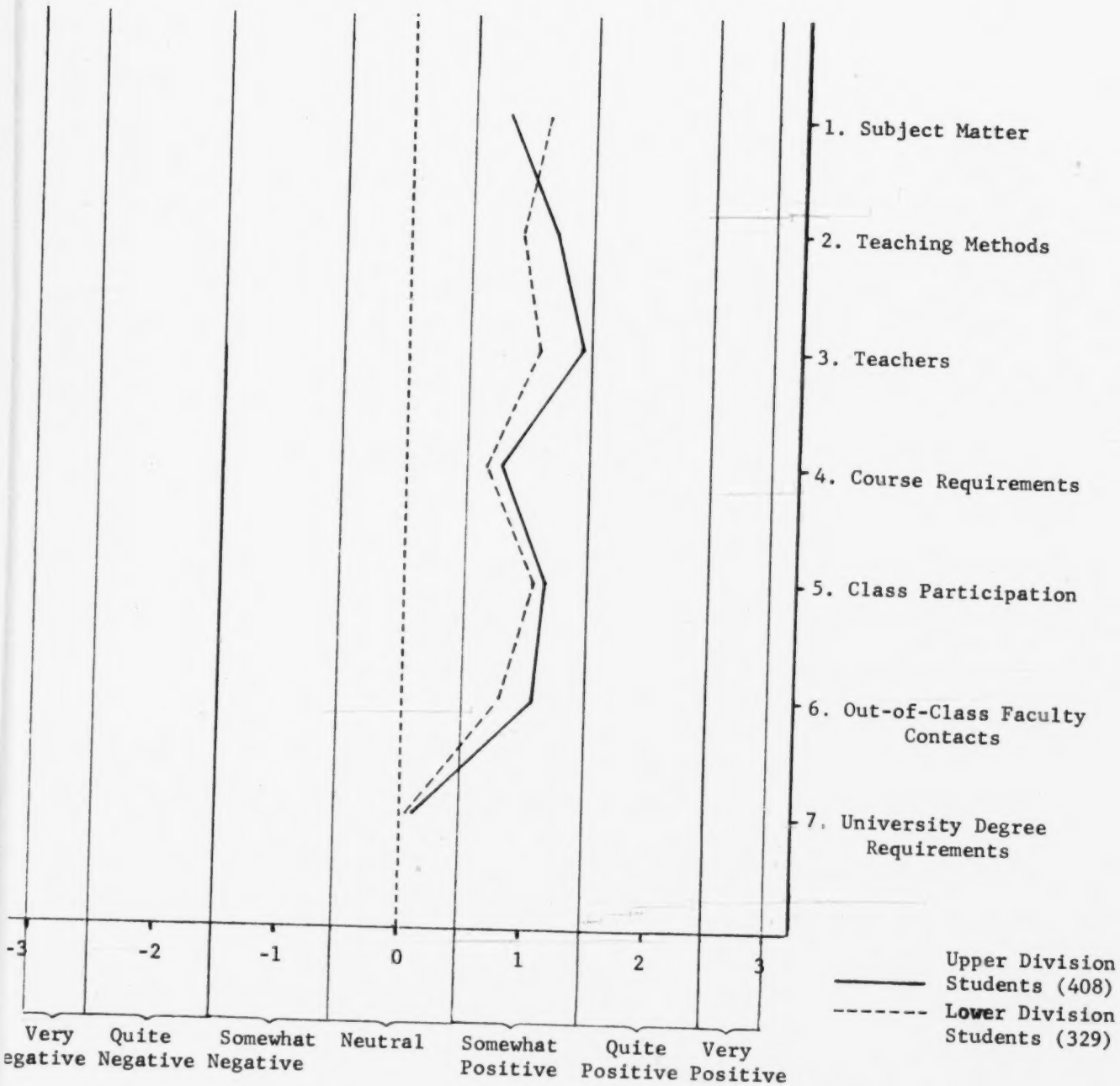


3. Lower division students / Upper division students

The pattern of responses for lower division students was significantly different from that of upper division students. Mean responses for these groups, graphed in Table 17, indicate a less positive attitude on the part of lower division students for every question but the first, regarding subject matter. Question three, regarding teachers, brought the greatest variation in mean responses between the two groups.

TABLE 17

MEAN RESPONSES FROM
UPPER DIVISION AND LOWER DIVISION STUDENTS



SECTION VI

SUMMARY AND RECOMMENDATIONS

All groups studied -- faculty and upper and lower division students -- indicated generally a "somewhat positive" attitude toward the instructional environment as defined in this report. These results are not inconsistent with the findings of other studies on student attitudes. Feldman and Newcomb, in reviewing a large number of studies for their book, The Impact of College on Students, found that:

> For the most part, students are satisfied with college: usually only a minority...at any school expresses dissatisfaction with the quality of instruction and the intellectual level of the college. But, if not actually dissatisfied, neither are the majority of students overwhelmingly pleased with the quality and excitement of their academic and intellectual experiences. Their satisfaction can be described best as being lukewarm.[1]

These "somewhat positive" response patterns, obtained through an averaging process, indicate overall, group attitudes. The subjective responses, which cannot be "averaged," present facets of the instructional environment as either positive (outstanding and effective) or negative (disappointing and ineffective). When the subjective responses from all groups were combined, the following negative and positive major (greater than 10%) categories emerged:

Positive Responses		Negative Responses	
Teachers	32%	Teachers	21%
Student/teacher interaction	21%	Advising	20%
Academic experiences	16%	University Degree req.	18%
		Academic Experiences	13%
		Student/teacher int.	11%

The three categories under "Positive Responses" also received negative comments. This recalls one faculty member's statement that teachers "...are

our greatest strength and our greatest weakness...." Both student and faculty comments ranged from the highest praise to vehement criticism. Recognizing that individuals, bringing different attitudes and abilities into a situation, will form diverse impressions of the same incident, it appears, nevertheless, that the quality of a student's or faculty member's experiences in the institution is a function of the individuals with whom he is in contact. From the comments made, it would seem that this quality is very uneven for many students and faculty members.

Two other topic categories received negative comments from more than 10% of the respondents. University degree requirements seen as ineffective by 18% of the total group of respondents were often characterized as too extensive and rigid.

The University's system of advising students, both by the University College staff and by faculty members, was seen as ineffective by 20% of all respondents.

> Evidence is accumulating that faculty are particularly important in influencing occupational decisions and educational aspirations. In over a dozen studies in which students were asked to name the important sources of influence on their vocational planning and decisions, faculty...ranked as extremely important.[2]

In view of this, and the comments received from students on the value of advising, it would appear that more emphasis could be placed on developing an effective system of advising.

RECOMMENDATIONS

Memphis State University is a large institution which has experienced rapid growth. This should not, however, be a factor in the quality of individual experiences. "...Large size does not automatically lessen the

meaningfulness of student-teacher contact....the extent to which the student comes into direct contact with the professor depends more upon the attitude and efforts of the institution than upon its size."[3]

Based upon this research, specified areas for recommended study are:

1) Student orientation and advising: It is recommended that attention be given to curriculum design and career planning; orientation for freshmen and transfer students; and the development of an advising system which would provide for the involvement of faculty members with an expressed interest in advising.

2) University degree requirements: A review of the entire structure of degree requirements is recommended. The study would include comparisons with current requirements at other universities with attention given to the ratio of required and elective hours; the varying needs of different types of students; and the possibility of interdepartmental survey courses to relate introductory courses that now appear to be isolated units.

3) Instructional Environment: It is recommended that attention be given to finding ways of overcoming student and faculty-perceived deficiencies in the teaching and learning environment of the University.

Whether the deficiencies are caused by large classes, "rigid" requirements, the advising system, "indifferent, impersonal" attitudes or mediocre efforts, this research indicates an immediate need for review of those factors contributing to this study's implications of mediocrity in many areas of the instructional environment of the University.

REFERENCES

[1]Edmond Marks, "Individual Differences in Perceptions of the College Environment," Journal of Educational Psychology, LXI, p. 270.

[2]Alexander Astin, The College Environment (Washington, D.C.: ACE, 1968), pp 6-8.

[3]Marks, loc. cit.

[4]Astin, loc. cit.

[5]Astin, op. cit., p. 50.

[6]J. Hunt, "Traditional Personality Theory in the Light of Recent Evidence," American Scientist, LII, pp 30-96.

[7]C. E. Osgood, The Measurement of Meaning (Urbana: University of Illinois Press, 1957), p. 18.

[8]Osgood, loc. cit.

[9]Osgood, op. cit., p. 20

[10]Raymond B. Cattell, "r_p and Other Coefficients of Pattern Similarity," Psychometrika, XIV, p. 281.

[11]Cattell, op. cit., p. 295.

[12]Kenneth A. Feldman and Theodore M. Newcomb, The Impact of College on Students (San Francisco: Jossey-Bass, Inc., 1969), p. 249.

[13]Feldman and Newcomb, op. cit., p. 253.

[14]Feldman and Newcomb, op. cit. p. 268.

APPENDIX A

FACULTY QUESTIONNAIRE

Office of the Vice President for Academic Affairs

BACKGROUND INFORMATION

Please complete by checking the appropriate blanks or by filling in the spaces indicated.

1. Rank:

- ☐ Instructor
- ☐ Assistant Professor
- ☐ Associate Professor
- ☐ Professor

2. College _____

Department _____

3. Years at Memphis State University:

- ☐ 1 - 2
- ☐ 3 - 5
- ☐ 6 - 10
- ☐ more than 10

4. Degree Level:

- ☐ Doctorate
- ☐ Masters + 60
- ☐ Masters + 30
- ☐ Masters
- ☐ Bachelor
- ☐ No Degree

5. Age:

- ☐ under 30
- ☐ 30 - 39
- ☐ 40 - 49
- ☐ 50 - 59
- ☐ 60 or over

Perceptions of

Memphis State University

In completing the survey, judgments should be made on the basis of your total experience. Please do not answer with one teacher, one course, or one situation in mind. Each statement focuses upon a different aspect of the instructional environment; beneath each statement is a set of evaluative and descriptive scales. The scales should be marked in the following manner:

IMPORTANT

1. Place the checkmark in the middle of the space, not on the boundaries:

   THIS: X : : NOT THIS: X : :

2. Mark one space between every pair of adjectives. DO NOT OMIT ANY.

If your feeling about the underlined portion of the statement is VERY CLOSELY RELATED to one end of the scale, you should check as below:

FAIR X : : : : : : UNFAIR

OR

FAIR : : : : : : X UNFAIR

If you feel that your opinion is CLOSELY RELATED, you should mark as below:

STRONG : X : : : : : WEAK

OR

STRONG : : : : : X : WEAK

If your opinion seems ONLY SLIGHTLY RELATED to one side as opposed to the other side (but is not really neutral), you should mark as follows:

PERFECT : : X : : : : IMPERFECT

OR

PERFECT : : : : X : : IMPERFECT

If your opinions are NEUTRAL, or you feel the SCALE IS IRRELEVANT and unrelated to the statement, then check the middle space.

SAFE : : : X : : : DANGEROUS

*If you cannot answer a question--for instance, if you are not familiar with the University College--mark NA ____ at the lower right hand corner of the set of scales.

PERCEPTIONS OF

INSTRUCTIONAL ENVIRONMENT

1. You consider the subject matter of University courses to be:

COMPLETE	___:___:___:___:___:___:___	INCOMPLETE
INTERESTING	___:___:___:___:___:___:___	BORING
MEANINGFUL	___:___:___:___:___:___:___	MEANINGLESS
DISORGANIZED	___:___:___:___:___:___:___	ORGANIZED
USELESS	___:___:___:___:___:___:___	USEFUL

NA ___

2. The teaching, or methods of instruction, in the University, is, in your opinion:

EFFECTIVE	___:___:___:___:___:___:___	INEFFECTIVE
INFLUENTIAL	___:___:___:___:___:___:___	UNINFLUENTIAL
ORGANIZED	___:___:___:___:___:___:___	DISORGANIZED
GOOD	___:___:___:___:___:___:___	BAD
BORING	___:___:___:___:___:___:___	INTERESTING

NA ___

3. The teachers of the University, as people, have impressed you as:

UNFRIENDLY	___:___:___:___:___:___:___	FRIENDLY
INTELLIGENT	___:___:___:___:___:___:___	UNINTELLIGENT
INDIFFERENT	___:___:___:___:___:___:___	EAGER
SENSITIVE	___:___:___:___:___:___:___	INSENSITIVE
TOLERANT	___:___:___:___:___:___:___	INTOLERANT

NA ___

4. The requirements and outside demands of courses are, in your opinion:

FAIR	___:___:___:___:___:___:___	UNFAIR
USEFUL	___:___:___:___:___:___:___	USELESS
INTERESTING	___:___:___:___:___:___:___	DULL
DIFFICULT	___:___:___:___:___:___:___	EASY
MEANINGFUL	___:___:___:___:___:___:___	MEANINGLESS

NA ___

5. Student involvement and participation in classes has been in your experience:

COMPULSORY	___:___:___:___:___:___:___	VOLUNTARY
COMFORTABLE	___:___:___:___:___:___:___	UNCOMFORTABLE
DIFFICULT	___:___:___:___:___:___:___	EASY
ENCOURAGED	___:___:___:___:___:___:___	DISCOURAGED
INFREQUENT	___:___:___:___:___:___:___	FREQUENT

NA ___

6. Informal, or out-of-class contacts with students are:

SUFFICIENT	___:___:___:___:___:___:___	INSUFFICIENT
UNFRIENDLY	___:___:___:___:___:___:___	FRIENDLY
COMPULSORY	___:___:___:___:___:___:___	VOLUNTARY
COMFORTABLE	___:___:___:___:___:___:___	UNCOMFORTABLE
MEANINGFUL	___:___:___:___:___:___:___	MEANINGLESS NA ___

7. The overall level or quality of scholarship in the University (students, faculty, programs, etc.) is, in your opinion:

SUPERIOR	___:___:___:___:___:___:___	INFERIOR
SUFFICIENT	___:___:___:___:___:___:___	INSUFFICIENT
SHALLOW	___:___:___:___:___:___:___	DEEP
CAREFUL	___:___:___:___:___:___:___	CARELESS
INCREASING	___:___:___:___:___:___:___	DECREASING NA ___

8. The overall level or quality of scholarship in your department (students, faculty, programs, etc.) is, in your opinion:

SUPERIOR	___:___:___:___:___:___:___	INFERIOR
SUFFICIENT	___:___:___:___:___:___:___	INSUFFICIENT
SHALLOW	___:___:___:___:___:___:___	DEEP
CAREFUL	___:___:___:___:___:___:___	CARELESS
INCREASING	___:___:___:___:___:___:___	DECREASING NA ___

9. The general structure of University degree requirements is, in your judgment:

COMPLEX	___:___:___:___:___:___:___	SIMPLE
BAD	___:___:___:___:___:___:___	GOOD
ORGANIZED	___:___:___:___:___:___:___	UNORGANIZED
UNFAIR	___:___:___:___:___:___:___	FAIR
USEFUL	___:___:___:___:___:___:___	USELESS NA ___

10. The general structure of your departmental major requirements is, in your judgment:

COMPLEX	___:___:___:___:___:___:___	SIMPLE
BAD	___:___:___:___:___:___:___	GOOD
ORGANIZED	___:___:___:___:___:___:___	UNORGANIZED
UNFAIR	___:___:___:___:___:___:___	FAIR
USEFUL	___:___:___:___:___:___:___	USELESS NA ___

11. Departmental encouragement of student interest in and enthusiasm for the field has been, in your opinion:

CONCERNED	___:___:___:___:___:___:___	INDIFFERENT
MEANINGFUL	___:___:___:___:___:___:___	MEANINGLESS
INFLUENTIAL	___:___:___:___:___:___:___	UNINFLUENTIAL
NONEXISTENT	___:___:___:___:___:___:___	EXISTENT
PERSONAL	___:___:___:___:___:___:___	IMPERSONAL

NA ___

12. The personal attention and supervision given to students by University College advisors are, in your opinion:

SUFFICIENT	___:___:___:___:___:___:___	INSUFFICIENT
INFLUENTIAL	___:___:___:___:___:___:___	UNINFLUENTIAL
IMPERSONAL	___:___:___:___:___:___:___	FRIENDLY
MEANINGFUL	___:___:___:___:___:___:___	MEANINGLESS
CARELESS	___:___:___:___:___:___:___	CAREFUL

NA ___

13. The curricular guidance given by University College advisors to students in planning their program of courses is, in your opinion:

CONFUSING	___:___:___:___:___:___:___	INFORMATIVE
COMPLETE	___:___:___:___:___:___:___	INCOMPLETE
ORGANIZED	___:___:___:___:___:___:___	UNORGANIZED
INCOMPETENT	___:___:___:___:___:___:___	COMPETENT
PERSONALIZED	___:___:___:___:___:___:___	IMPERSONAL

NA ___

14. The personal attention and supervision given to upper-division students by faculty advisors are, in your opinion:

SUFFICIENT	___:___:___:___:___:___:___	INSUFFICIENT
INCOMPLETE	___:___:___:___:___:___:___	COMPLETE
INFLUENTIAL	___:___:___:___:___:___:___	UNINFLUENTIAL
IMPERSONAL	___:___:___:___:___:___:___	FRIENDLY
MEANINGFUL	___:___:___:___:___:___:___	MEANINGLESS

NA ___

15. The curricular guidance given by faculty advisors to upper-division students in planning their program of courses is, in your opinion:

CONFUSING	___:___:___:___:___:___:___	INFORMATIVE
COMPLETE	___:___:___:___:___:___:___	INCOMPLETE
ORGANIZED	___:___:___:___:___:___:___	UNORGANIZED
INCOMPETENT	___:___:___:___:___:___:___	COMPETENT
PERSONALIZED	___:___:___:___:___:___:___	IMPERSONAL

NA ___

16. You would look upon the instructional or academic environment at Memphis State University as:

DULL	___:___:___:___:___:___:___	EXCITING
BROADENING	___:___:___:___:___:___:___	RESTRICTIVE
FLEXIBLE	___:___:___:___:___:___:___	RIGID
FRIENDLY	___:___:___:___:___:___:___	IMPERSONAL
CREATIVE	___:___:___:___:___:___:___	UNCREATIVE

NA ___

Think of the major parts of the instructional environment of the University (teachers and advisors, courses, the requirements of the curriculum, academic policies). Of these, think of the one part that you feel is particularly ineffective or disappointing for students.

There are probably a number of things which caused you to feel that this part of the instructional environment is ineffective or disappointing, but what was the most important incident that influenced you? Describe that incident.

Again, think of the major parts of the instructional environment of the University (teachers and advisors, courses, the requirements of the curriculum, academic policies). Of these think of the one part that you feel is particularly outstanding or effective for students.

There may be a number of things which caused you to feel that this part of the instructional environment is effective, but what was the most important incident that influenced you? Describe the situation and just what happened.

LOWER DIVISION QUESTIONNAIRE

Office of the Vice President for Academic Affairs

Perceptions of

BACKGROUND INFORMATION

Please complete by checking the appropriate blanks or by filling in the spaces indicated.

1. Registered in:

☐ University College

☐ _____ College
_____ Department

2. Classification:

☐ Freshman
☐ Sophomore
☐ Junior
☐ Senior

3. Age:

☐ 16 - 20
☐ 21 - 25
☐ 26 - 40
☐ over 40

4. Race:

☐ White
☐ Black
☐ Other

5. Sex:

☐ Male
☐ Female

6. ☐ Commuter
☐ Dorm resident

7. ☐ Full-time
☐ Part-time

8. ☐ Transfer
☐ Non-transfer

Memphis State University

In completing the survey, judgments should be made on the basis of your total experience. Please do not answer with one teacher, one course, or one situation in mind. Each statement focuses upon a different aspect of the instructional environment; beneath each statement is a set of evaluative and descriptive scales. The scales should be marked in the following manner:

IMPORTANT

1. Place the checkmark in the middle of the space, not on the boundaries:

THIS: X : : NOT THIS: X : :

2. Mark one space between every pair of adjectives. DO NOT OMIT ANY.

If your feeling about the underlined portion of the statement is VERY CLOSELY RELATED to one end of the scale, you should check as below:

FAIR X : : : : : : UNFAIR

OR

FAIR : : : : : : X UNFAIR

If you feel that your opinion is CLOSELY RELATED, you should mark as below:

STRONG : X : : : : : WEAK

OR

STRONG : : : : : X : WEAK

If your opinion seems ONLY SLIGHTLY RELATED to one side as opposed to the other side (but is not really neutral), you should mark as follows:

PERFECT : : X : : : : IMPERFECT

OR

PERFECT : : : : X : : IMPERFECT

If your opinions are NEUTRAL, or you feel the SCALE IS IRRELEVANT and unrelated to the statement, then check the middle space.

SAFE : : : X : : : DANGEROUS

*If you cannot answer a question--for instance, if you are not familiar with the University College--mark NA ____ at the lower right hand corner of the set of scales.

SECTION ONE
Instructional Environment

1. You consider the subject matter of your courses to be:

COMPLETE	___:___:___:___:___:___:___	INCOMPLETE
INTERESTING	___:___:___:___:___:___:___	BORING
MEANINGFUL	___:___:___:___:___:___:___	MEANINGLESS
DISORGANIZED	___:___:___:___:___:___:___	ORGANIZED
USELESS	___:___:___:___:___:___:___	USEFUL

NA ___

2. The teaching, or methods of instruction, is, in your opinion:

SKILLFUL	___:___:___:___:___:___:___	BUNGLING
INFLUENTIAL	___:___:___:___:___:___:___	UNINFLUENTIAL
DISORGANIZED	___:___:___:___:___:___:___	ORGANIZED
GOOD	___:___:___:___:___:___:___	BAD
BORING	___:___:___:___:___:___:___	INTERESTING

NA ___

3. Your teachers, as people, have impressed you as:

UNFRIENDLY	___:___:___:___:___:___:___	FRIENDLY
INTELLIGENT	___:___:___:___:___:___:___	UNINTELLIGENT
INDIFFERENT	___:___:___:___:___:___:___	EAGER
SENSITIVE	___:___:___:___:___:___:___	INSENSITIVE
TOLERANT	___:___:___:___:___:___:___	INTOLERANT

NA ___

4. The requirements and outside demands of your courses have been, in your opinion:

FAIR	___:___:___:___:___:___:___	UNFAIR
USEFUL	___:___:___:___:___:___:___	USELESS
INTERESTING	___:___:___:___:___:___:___	DULL
DIFFICULT	___:___:___:___:___:___:___	EASY
MEANINGFUL	___:___:___:___:___:___:___	MEANINGLESS

NA ___

5. Your personal involvement and participation in classes have been:

COMPULSORY	___:___:___:___:___:___:___	VOLUNTARY
COMFORTABLE	___:___:___:___:___:___:___	UNCOMFORTABLE
DIFFICULT	___:___:___:___:___:___:___	EASY
ENCOURAGED	___:___:___:___:___:___:___	DISCOURAGED
INFREQUENT	___:___:___:___:___:___:___	FREQUENT

NA ___

6. Your informal or out-of-class contacts with faculty have been:

SUFFICIENT	___	___	___	___	___	___	___ INSUFFICIENT
UNFRIENDLY	___	___	___	___	___	___	___ FRIENDLY
COMPULSORY	___	___	___	___	___	___	___ VOLUNTARY
COMFORTABLE	___	___	___	___	___	___	___ UNCOMFORTABLE
MEANINGFUL	___	___	___	___	___	___	___ MEANINGLESS

NA ___

7. The overall level or quality of scholarship in your courses (students, faculty, programs, etc.), in your opinion, is:

SUPERIOR	___	___	___	___	___	___	___ INFERIOR
SUFFICIENT	___	___	___	___	___	___	___ INSUFFICIENT
SHALLOW	___	___	___	___	___	___	___ DEEP
CAREFUL	___	___	___	___	___	___	___ CARELESS
INCREASING	___	___	___	___	___	___	___ DECREASING

NA ___

8. The general structure of University degree requirements is, in your judgment:

COMPLEX	___	___	___	___	___	___	___ SIMPLE
BAD	___	___	___	___	___	___	___ GOOD
ORGANIZED	___	___	___	___	___	___	___ UNORGANIZED
UNFAIR	___	___	___	___	___	___	___ FAIR
USEFUL	___	___	___	___	___	___	___ USELESS

NA ___

9. Thus far, you would look upon the instructional or academic environment at Memphis State University as:

DULL	___	___	___	___	___	___	___ EXCITING
BROADENING	___	___	___	___	___	___	___ RESTRICTIVE
FLEXIBLE	___	___	___	___	___	___	___ RIGID
FRIENDLY	___	___	___	___	___	___	___ IMPERSONAL
CREATIVE	___	___	___	___	___	___	___ UNCREATIVE

NA ___

Think of the major parts of the University's instructional environment (your teachers and advisors, your courses, the requirements of the curriculum, academic policies). Of these, think of the one part that has been particularly disappointing or ineffective for you.

There are probably a number of things which caused you to feel that this part of the total instructional environment is ineffective or disappointing, but what was the most important incident that influenced you? Describe that incident.

Again, think of the major parts of the University's instructional environment (your teachers and advisors, your courses, the requirements of the curriculum, academic policies). Of these, think of the one part that has been particularly outstanding or effective for you.

There may be many things that influenced you favorably or were good experiences, but what was the most important incident that really impressed you? What in particular happened that you considered outstanding and effective? Describe the situation and just what occurred.

SECTION TWO
University College

1. Your University College advisor,

as a person, has impressed you as:

FRIENDLY	_____:_____:_____:_____:_____:_____:_____	UNFRIENDLY
INTELLIGENT	_____:_____:_____:_____:_____:_____:_____	UNINTELLIGENT
INTOLERANT	_____:_____:_____:_____:_____:_____:_____	TOLERANT
SENSITIVE	_____:_____:_____:_____:_____:_____:_____	INSENSITIVE
INDIFFERENT	_____:_____:_____:_____:_____:_____:_____	EAGER

as a counselor, has impressed you as:

EFFECTIVE	_____:_____:_____:_____:_____:_____:_____	INEFFECTIVE
BAD	_____:_____:_____:_____:_____:_____:_____	GOOD
ORGANIZED	_____:_____:_____:_____:_____:_____:_____	UNORGANIZED
UNINTERESTED	_____:_____:_____:_____:_____:_____:_____	INTERESTED
INFLUENTIAL	_____:_____:_____:_____:_____:_____:_____	UNINFLUENTIAL

2. The Pre-College Counseling program in the University College was:

HELPFUL	_____:_____:_____:_____:_____:_____:_____	HARMFUL
CONFUSING	_____:_____:_____:_____:_____:_____:_____	INFORMATIVE
ORGANIZED	_____:_____:_____:_____:_____:_____:_____	UNORGANIZED
FRIENDLY	_____:_____:_____:_____:_____:_____:_____	IMPERSONAL
BAD	_____:_____:_____:_____:_____:_____:_____	GOOD

NA____

3. Do you feel that your University College advisor is interested in you as a person?

☐ Yes ☐ No

4. Do you feel that your advisor has made an effort to become familiar with your academic background?

☐ Yes ☐ No

5. Do you feel that your advisor is thoroughly familiar with the curriculum requirements for your area of interest or major?

☐ Yes ☐ No

6. Are you able to see your advisor when you need to:

☐ Yes, am always able to see my advisor

☐ Yes, but usually have to wait a short time

☐ Yes, but have to wait a long time

☐ Yes, but I usually feel rushed during our conference

☐ No, my advisor is not usually there

7. Has your advisor shown an interest in your educational interests and plans?

☐ Yes ☐ No

8. Has your advisor shown an interest in your particular career goals?

☐ Yes, and has given me specific career information

☐ Yes, but has not been very helpful

☐ No, not at all

9. Has your advisor ever offered to arrange with the Counseling Center for you to take vocational aptitude or interest tests?

☐ Yes, and I took the tests

☐ Yes, but I was not interested

☐ No, but I would like to take such tests

☐ No, but I am not interested

10. Has your advisor been helpful in working out your schedule of classes each semester?

☐ Yes ☐ No

11. Has your advisor helped you with special schedule changes or adjustments such as late drops, section changes, etc.?

☐ Yes, has been very helpful

☐ No, but I have not needed such help

☐ No, did not give help when needed

12. What do you consider to be the greatest strength of the University College?

_____

_____

_____

13. What do you consider to be the greatest weakness of the University College?

_____

_____

_____

14. What <u>specific</u> improvements in the University College would you suggest?

_____

_____

_____

_____

_____

_____

UPPER DIVISION QUESTIONNAIRE

Office of the Vice President for Academic Affairs

Perceptions of

BACKGROUND INFORMATION

Please complete by checking the appropriate blanks or by filling in the spaces indicated.

1. Registered in:

☐ University College

☐ _____ College
_____ Department

2. Classification:

☐ Freshman
☐ Sophomore
☐ Junior
☐ Senior

3. Age:

☐ 16 - 20
☐ 21 - 25
☐ 26 - 40
☐ over 40

4. Race:

☐ White
☐ Black
☐ Other

5. Sex:

☐ Male
☐ Female

6. ☐ Commuter
☐ Dorm resident

7. ☐ Full-time
☐ Part-time

8. ☐ Transfer
☐ Non-transfer

Memphis State University

In completing the survey, judgments should be made on the basis of your total experience. Please do not answer with one teacher, one course, or one situation in mind. Each statement focuses upon a different aspect of the instructional environment; beneath each statement is a set of evaluative and descriptive scales. The scales should be marked in the following manner:

IMPORTANT

1. Place the checkmark in the middle of the space, not on the boundaries:

THIS: X : : NOT THIS: X :

2. Mark one space between every pair of adjectives. DO NOT OMIT ANY.

If your feeling about the underlined portion of the statement is VERY CLOSELY RELATED to one end of the scale, you should check as below:

FAIR X : : : : : : UNFAIR

OR

FAIR : : : : : : X UNFAIR

If you feel that your opinion is CLOSELY RELATED, you should mark as below:

STRONG : X : : : : : WEAK

OR

STRONG : : : : : X : WEAK

If your opinion seems ONLY SLIGHTLY RELATED to one side as opposed to the other side (but is not really neutral), you should mark as follows:

PERFECT : : X : : : : IMPERFECT

OR

PERFECT : : : : X : : IMPERFECT

If your opinions are NEUTRAL, or you feel the SCALE IS IRRELEVANT and unrelated to the statement, then check the middle space.

SAFE : : : X : : : DANGEROUS

*If you cannot answer a question--for instance, if you are not familiar with the University College--mark NA ____ at the lower right hand corner of the set of scales.

PERCEPTIONS OF
INSTRUCTIONAL ENVIRONMENT

1. You consider the subject matter of courses in your major area to be:

COMPLETE	___	___	___	___	___	___	INCOMPLETE
INTERESTING	___	___	___	___	___	___	BORING
MEANINGFUL	___	___	___	___	___	___	MEANINGLESS
DISORGANIZED	___	___	___	___	___	___	ORGANIZED
USELESS	___	___	___	___	___	___	USEFUL

NA___

2. The teaching, or methods of instruction, in your major area is, in your opinion:

SKILLFUL	___	___	___	___	___	___	BUNGLING
INFLUENTIAL	___	___	___	___	___	___	UNINFLUENTIAL
DISORGANIZED	___	___	___	___	___	___	ORGANIZED
GOOD	___	___	___	___	___	___	BAD
BORING	___	___	___	___	___	___	INTERESTING

NA___

3. In your major area, your teachers, as people, have impressed you as:

UNFRIENDLY	___	___	___	___	___	___	FRIENDLY
INTELLIGENT	___	___	___	___	___	___	UNINTELLIGENT
INDIFFERENT	___	___	___	___	___	___	EAGER
SENSITIVE	___	___	___	___	___	___	INSENSITIVE
TOLERANT	___	___	___	___	___	___	INTOLERANT

NA___

4. The requirements and outside demands of courses in your major area have been, in your opinion:

FAIR	___	___	___	___	___	___	UNFAIR
USEFUL	___	___	___	___	___	___	USELESS
INTERESTING	___	___	___	___	___	___	DULL
DIFFICULT	___	___	___	___	___	___	EASY
MEANINGFUL	___	___	___	___	___	___	MEANINGLESS

NA___

5. Your personal involvement and participation in classes of your major have been:

COMPULSORY	___	___	___	___	___	___	VOLUNTARY
COMFORTABLE	___	___	___	___	___	___	UNCOMFORTABLE
DIFFICULT	___	___	___	___	___	___	EASY
ENCOURAGED	___	___	___	___	___	___	DISCOURAGED
INFREQUENT	___	___	___	___	___	___	FREQUENT

NA___

6. Your informal, or out-of-class contacts with faculty in your major department have been:

SUFFICIENT	___	___	___	___	___	___	___ INSUFFICIENT
UNFRIENDLY	___	___	___	___	___	___	___ FRIENDLY
COMPULSORY	___	___	___	___	___	___	___ VOLUNTARY
COMFORTABLE	___	___	___	___	___	___	___ UNCOMFORTABLE
MEANINGFUL	___	___	___	___	___	___	___ MEANINGLESS

NA___

7. Departmental encouragement of interest in and enthusiasm for the field has been, in your opinion:

CONCERNED	___	___	___	___	___	___	___ INDIFFERENT
MEANINGFUL	___	___	___	___	___	___	___ MEANINGLESS
INFLUENTIAL	___	___	___	___	___	___	___ UNINFLUENTIAL
NONEXISTENT	___	___	___	___	___	___	___ EXISTENT
PERSONAL	___	___	___	___	___	___	___ IMPERSONAL

NA___

8. The general structure of University degree requirements is, in your judgment:

COMPLEX	___	___	___	___	___	___	___ SIMPLE
BAD	___	___	___	___	___	___	___ GOOD
ORGANIZED	___	___	___	___	___	___	___ UNORGANIZED
UNFAIR	___	___	___	___	___	___	___ FAIR
USEFUL	___	___	___	___	___	___	___ USELESS

NA___

9. The general structure of departmental requirements for your major is, in your judgment:

COMPLEX	___	___	___	___	___	___	___ SIMPLE
BAD	___	___	___	___	___	___	___ GOOD
ORGANIZED	___	___	___	___	___	___	___ UNORGANIZED
UNFAIR	___	___	___	___	___	___	___ FAIR
USEFUL	___	___	___	___	___	___	___ USELESS

NA___

10. The personal attention and supervision you have received from your faculty advisor are, in your opinion:

SUFFICIENT	___	___	___	___	___	___	___ INSUFFICIENT
INFLUENTIAL	___	___	___	___	___	___	___ UNINFLUENTIAL
IMPERSONAL	___	___	___	___	___	___	___ FRIENDLY
MEANINGFUL	___	___	___	___	___	___	___ MEANINGLESS
CARELESS	___	___	___	___	___	___	___ CAREFUL

NA___

11. The curricular guidance you have received from your faculty advisor in planning your program of courses is, in your opinion:

CONFUSING	___	___	___	___	___	___	___	INFORMATIVE
COMPLETE	___	___	___	___	___	___	___	INCOMPLETE
ORGANIZED	___	___	___	___	___	___	___	UNORGANIZED
INCOMPETENT	___	___	___	___	___	___	___	COMPETENT
PERSONALIZED	___	___	___	___	___	___	___	IMPERSONAL NA___

12. The overall level or quality of scholarship in your department (students, faculty, programs, etc.) is, in your opinion:

SUPERIOR	___	___	___	___	___	___	___	INFERIOR
SUFFICIENT	___	___	___	___	___	___	___	INSUFFICIENT
SHALLOW	___	___	___	___	___	___	___	DEEP
CAREFUL	___	___	___	___	___	___	___	CARELESS
INCREASING	___	___	___	___	___	___	___	DECREASING NA___

Think of the major parts of the University's instructional environment (your teachers and advisors, your courses, the requirements of the curriculum, academic policies). Of these, think of the one part that has been particularly disappointing or ineffective for you.

There are probably a number of things which caused you to feel that this part of the total instructional environment is ineffective or disappointing, but what was the most important incident that influenced you? Describe that incident.

Again, think of the major parts of the University's instructional environment (your teachers and advisors, your courses, the requirements of the curriculum, academic policies). Of these, think of the one part that has been particularly outstanding or effective for you.

There may be many things that influenced you favorably or were good experiences, but what was the most important incident that really impressed you? What in particular happened that you considered outstanding and effective? Describe the situation and just what occurred.

SECTION TWO
University College

☐ If you were not in the University College, check the space to the left and omit the remainder of the questionnaire.

1. Your University College advisor, as a person, impressed you as:

FRIENDLY	___:___:___:___:___:___:___	UNFRIENDLY
INTELLIGENT	___:___:___:___:___:___:___	UNINTELLIGENT
INTOLERANT	___:___:___:___:___:___:___	TOLERANT
SENSITIVE	___:___:___:___:___:___:___	INSENSITIVE
INDIFFERENT	___:___:___:___:___:___:___	EAGER

2. Your University College advisor, as a counselor, impressed you as:

EFFECTIVE	___:___:___:___:___:___:___	INEFFECTIVE
BAD	___:___:___:___:___:___:___	GOOD
ORGANIZED	___:___:___:___:___:___:___	UNORGANIZED
UNINTERESTED	___:___:___:___:___:___:___	INTERESTED
INFLUENTIAL	___:___:___:___:___:___:___	UNINFLUENTIAL

3. The Pre-College Counseling program in the University College was:

HELPFUL	___	___	___	___	___	___	___ HARMFUL
CONFUSING	___	___	___	___	___	___	___ INFORMATIVE
ORGANIZED	___	___	___	___	___	___	___ UNORGANIZED
FRIENDLY	___	___	___	___	___	___	___ IMPERSONAL
BAD	___	___	___	___	___	___	___ GOOD

4. Do you feel that your University College advisor was interested in you as a person?

☐ Yes ☐ No

5. Do you feel that your advisor made an effort to become familiar with your academic background?

☐ Yes ☐ No

6. Do you feel that your advisor was thoroughly familiar with the curriculum requirements for your area of interest or major?

☐ Yes ☐ No

7. Do you feel that you were properly advised in planning your program of courses for entrance into your major area of study?

☐ Yes ☐ No

8. Were you able to see your advisor when you needed to?

☐ Yes, was always able to see my advisor

☐ Yes, but usually had to wait a short time

☐ Yes, but had to wait a long time

☐ Yes, but I usually felt rushed during our conference

☐ No, my advisor was not usually there

9. Did your advisor show an interest in your educational interests and plans?

☐ Yes ☐ No

10. Was your advisor helpful in working out your schedule of classes each semester?

☐ Yes ☐ No

11. Did your advisor show an interest in your particular career goals?

- ☐ Yes, and gave me specific career information
- ☐ Yes, but was not very helpful
- ☐ No, not at all

12. Did your advisor ever offer to arrange with the Counseling Center for you to take vocational aptitude or interest tests?

- ☐ Yes, and I took the tests
- ☐ Yes, but I was not interested
- ☐ No, but I would have liked to take such tests
- ☐ No, but I was not interested

13. Did your advisor help you with special schedule changes or adjustments such as late drops, section changes, etc.?

- ☐ Yes, was very helpful
- ☐ No, but I did not need such help
- ☐ No, did not give help when needed

14. What do you consider to be the greatest strength of the University College?

_____

_____

_____

15. What do you consider to be the greatest weakness of the University College?

_____

_____

_____

16. What <u>specific</u> improvements in the University College would you suggest?

_____

_____

_____

_____

_____